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ABSTRACT

This manual for the 1999 Mississippi summer library program for preschool through elementary age children contains the following sections: (1) Introduction, including planning, promotional activities, sample radio spots and press releases, sample letters to parents, tips for including children with disabilities, a general bibliography, a Mississippi resources bibliography, selected promotional resources, supply sources, craft recipes, t-shirt iron-ons, and an evaluation form; (2) Resources for Challenged Children; (3) Bibliography, including preschool titles, lower elementary fiction, lower elementary nonfiction, upper elementary fiction, and upper elementary nonfiction; (4) Displays and Promotions; (5) Preschool Programs; (6) Elementary Programs; (7) Activities, Games, and Coloring Sheets; and (8) Crafts. The appendix includes a list of Mississippi summer library programs, clip art, and activity sheets. (MES)

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Mississippi Magic

1999

Summer Library Program

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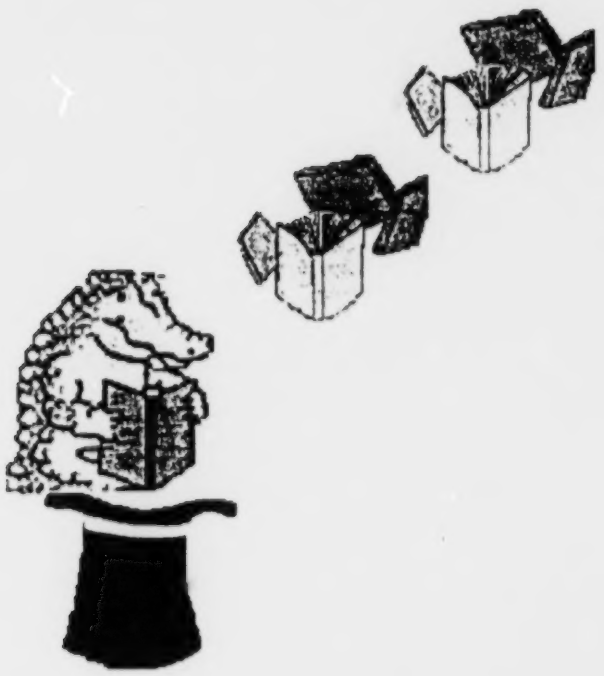

1999

Summer Library Program

Mississippi Library Commission

"MISSISSIPPI MAGIC"

SUMMER LIBRARY PROGRAM

1999

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Dedicated to the children of Mississippi

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Central Mississippi Regional Library System

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ACKNOWLEDGMENT

In the spirit of developing more cooperative efforts of partnerships for libraries and other entities, the Mississippi Library Commission chose the art classes of the Carroll County School District to design the posters, book marks, reading records and certificates for "Mississippi Magic 1999." The students, under the direction of Ms. Kitty Cook Hodges and Ms. Jean Aldridge, included the classes in grades 7 to 12 from Carroll County.

These students took the concept of "Mississippi Magic" and developed the ideas that they felt meant Mississippi and interpreted these into the art. The artwork reflects the folklore, people, land, humor, music, creatures and critters, and life.

The Library Commission funded this program through a grant to assist the Carroll County School District in the purchase of additional art supplies and equipment.

INTRODUCTION

SUMMER LIBRARY PROGRAMS

Summer programs can be structured in a number of ways. Some libraries have very loosely organized activities, with few restrictions, for children of all ages. They may have no minimum reading requirements, reading certificates, reading contracts, or official registration. Achievement certificates may be awarded for just one book or for a very small number of books read.

Other libraries have more structured programs with activities for specific age groups. Children may have reading contracts with the librarian and report to him or her on each book read. Librarians may set a minimum number of books to be read in order to get a certificate and to receive various prizes awarded as incentives.

There are advantages to both approaches. Unstructured programs may be less time consuming for the understaffed library. They may give children a sense of participation, of achievement, and of having had an enjoyable experience at the library. Unstructured programs may also be more appealing to a poor reader or a child needing the break from the structure of the school year. However, the success of an unstructured program may be more difficult to assess using any measure other than attendance.

Structured programs might enable the librarian to focus more on a particular age group, be more involved with each child, and assess the reading habits and reading progress of children who participate. Structured programs should be organized so that they do no not exclude children, for example the poor reader, the non-competitive child, the handicapped child, or the child who will be able to come for only part of the summer.

Both types of programs can be successful. Keep in mind that your program should be flexible enough to include all children who may want to participate. Each child should read at his or her own pace and reading level. While you will want to encourage children to read good books, each child should be free to choose books from a variety of areas.

The preceding paragraphs concentrate on the reading child. In addition, you may be concerned with planning programs for preschoolers who want to join in special activities and who can receive read-to-me records and certificates. If the scope of your summer program is large enough to include this age group, consider working closely with nursery school, Head Start, and day care center staffs. The preschool child is often ripe to become a lifelong book lover, and many rewarding library programs focus on this age level.

INCLUDING EVERYONE

Libraries serving children should bear in mind the responsibility of a public library to include all children in its program. Give some thought to the needs of the handicapped, minority groups, the

home-schooled, and the reluctant readers when planning. A little encouragement from you, inviting these children to come to a program they can participate in, might make a big difference to them. Work closely with teachers and others who may be able to identify individuals who will benefit from your personal attention.

PLANNING A SUMMER LIBRARY PROGRAM

The logistics of venturing into "Mississippi Magic" requires planning, so you should not plan a program without assessing your needs in advance. Use these checklists as you plan your summer programs.

Scheduling:

- Decide on the day of the week when programs will be presented and program length. Consider what day school ends and other events in town that may conflict with library programming.
- Streamline program registration, and decide when it will begin and end.
- Find out the print deadlines for local school newspapers, community newspapers, church bulletins, and other newsletters.
- Make necessary arrangements for visiting daycare centers and schools.
- Determine how, when, and where posters will be put up around the community.
- Determine which days you will have special activities: performers, films, and so on. Always have a backup program in mind for those inevitable times when plans go awry.

Resources and Supplies:

Performers: Make arrangements early for storytellers, puppeteers, or other performing artists you would like to have at the library. Schedule in cooperation with other libraries in your system for efficiency and lower costs.

Space: Make arrangements for rooms, parking lots, parks, and other facilities which need to be reserved. See the facility personally in order to know what is and is not provided.

Staff/Volunteers: Make sure staff vacations do not conflict with the programs. Determine any additional staff or volunteer needs. Contact parents, care givers, or leaders of youth-oriented clubs for assistance.

Collection: Assess the needs for additional book, video, and audio resources to accommodate increased demands on the collection. Order materials as needed.

Supplies: List all supplies that you will need, including art and craft materials, food, paper plates, cups and so on.

Promotional Materials: After you've ordered basic promotional materials like posters and reading records, assess what additional materials will be needed for the program. Make arrangements for publicity in the library's newsletters, flyers and local community newspapers.

Budget: What will the summer library program cost to produce? How much is budgeted for it? What other resources in the community can you call on to provide additional support for the program: volunteers, local business, endowment funds, clubs, and others?

Budget: For each program, assess the costs that will be incurred. Take into consideration the items listed below. Identify expenses that will be or could be donated. Then assess the costs for the entire summer.

- Performer's fees
- Rental of video cassettes with public performance rights
- Supplies: Art and craft items, refreshments, paper products and other take home treats
- Copyright fees
- Publicity
- Additional staff
- Overhead costs: Space rental for park usage, if necessary.
- Insurance
- Miscellaneous

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PROMOTIONAL ACTIVITIES

This phase of the Summer Library Program is as important as planning the programs. Program publicity may come from the system headquarters or it may be solely your responsibility. However, remember that attendance could be minimal if publicity is not adequate.

Word-of-Mouth

This is still the best form of publicity in your local community. When you brief staff and volunteers about the program, you may learn about significant talents they can contribute to support the program. Ask staff to tell patrons about the program as they assist patrons. Patrons will appreciate this, and will in turn spread the word.

Press Releases

The sample news releases and public service announcements on the following pages can be adapted to suit your needs. Contact newspapers, television stations, and radio stations to secure the name of a contact person. Find out if a specific format is required and determine the best times to submit your announcements.

Tips on Writing Publicity Releases

Type and double space all articles. Indent the first word of each paragraph or use a block format. Press releases should have one-inch side margins and a generous top margin. They must be easy to read.

Try to limit news releases to one page.

Write short, concise paragraphs. Do not continue a paragraph from one page onto the next page. Always start a paragraph on the next page.

Include all the essential information in the first paragraph: who, what, when, where, why, and how. Try to get the most important facts in the beginning of the news release, since news editors tend to cut from the end. Be accurate. Develop and maintain a reputation for reliability and credibility with the media.

Do not assume the person reading or hearing the message knows anything about the library such as location, hours, and phone number.

Keep it simple. Avoid flowery language and do not express opinions. The release is a fact sheet and not an editorial.

Include the name and address of your library and the name and phone number of the contact person at the beginning of the press release.

Do not include a release date or the wording "For immediate Release". Editors assume a release is ready to use when they receive it.

Include a short headline that provides essential information.

If you are including pictures, add "with pictures" on your release sheet under the library information.

Send an original copy of the press releases to all the local newspapers.

If you have a flyer describing the program, attach it to the press release.

Posters and Flyers

Distribute posters to churches, scout headquarters, grocery stores, pet shops, restaurants, doctor's offices, malls, and any other location where children and their parents/care givers will see them. If the large poster is too big for some locations, use the clip art to create a smaller version. The computer programs available in your library or library system make it easy to personalize the poster with information concerning your library and programs.

Simple flyers can be created using the clip art and borders included in the manual. Just add your schedule of events and library information. Distribute flyers to the schools, service clubs, and be sure to leave a supply at the circulation desk.

SAMPLE RADIO SPOT - 1

DATE: (Date sent out)

PUBLIC SERVICE ANNOUNCEMENT: Regarding the Summer Library Program

DATE THE PROGRAM STARTS: (Your library's date)

AIR DATES: (When you want them to start and stop making the announcement)

FOR MORE INFORMATION: (Your name and telephone number)

TIME: 10 seconds

PUT ON YOUR TOP HAT AND GRAB YOUR MAGIC WAND – COME JOIN THE FUN DURING THE SUMMER LIBRARY PROGRAM "MISSISSIPPI MAGIC" AT ___(library name)___ BEGINNING ON ___(date)___.

SAMPLE RADIO SPOT - 2

DATE: (Date sent out)

PUBLIC SERVICE ANNOUNCEMENT: Regarding the Summer Library Program

DATE THE PROGRAM STARTS: (Your library's date)

AIR DATES: (When you want them to start and stop making the announcement)

FOR MORE INFORMATION: (Your name and telephone number)

TIME: 15 seconds

ARE YOU READY TO EXPLORE MISSISSIPPI? THERE ARE GREAT ACTIVITIES AND SURPRISES PLANNED FOR YOU AT THE __(library's name)__. JOIN YOUR FRIENDS FOR A SUMMER OF FUN. REGISTRATION FOR THE SUMMER LIBRARY PROGRAM, "MISSISSIPPI MAGIC" BEGINS ON __(date)__

SAMPLE RADIO SPOT - 3

DATE: (Date sent out)

PUBLIC SERVICE ANNOUNCEMENT: Regarding the Summer Library Program

DATE THE PROGRAM STARTS: (Your library's date)

AIR DATES: (When you want them to start and stop making the announcement)

FOR MORE INFORMATION: (Your name and telephone number)

TIME: 20 seconds

MISSISSIPPI HEROES OF THE PAST AND PRESENT COME ALIVE AT THE LIBRARY THIS SUMMER DURING THIS YEAR'S SUMMER LIBRARY PROGRAM, MISSISSIPPI MAGIC SPONSORED BY THE _____ LIBRARY AND THE MISSISSIPPI LIBRARY COMMISSION. _____ (date) IS THE FIRST DAY TO SIGN UP FOR THIS EXCITING SUMMER LIBRARY ADVENTURE.

SAMPLE RADIO SPOT - 4

DATE: (Date sent out)

PUBLIC SERVICE ANNOUNCEMENT: Regarding the Summer Library Program

DATE THE PROGRAM STARTS: (Your Library's date)

AIR DATES: (When you want them to start and stop making the announcement)

FOR MORE INFORMATION: (Your name and telephone number)

TIME: 20 seconds

TRAVEL TO THE CAPITAL CITY OR DIG YOUR TOES INTO THE SAND ON THE GULF COAST. VISIT THE MIGHTY MISSISSIPPI RIVER AND DREAM OF GREAT STEAMBOATS PASSING BEFORE YOU. THESE AND MANY OTHER ADVENTURES AWAIT YOU AT THE _____ LIBRARY DURING THE 1999 SUMMER LIBRARY PROGRAM, MISSISSIPPI MAGIC.

SAMPLE RADIO SPOT - 5

DATE: (Date sent out)

PUBLIC SERVICE ANNOUNCEMENT: Regarding the Summer Library Program

DATE THE PROGRAM STARTS: (Your library's date)

AIR DATES: (When you want them to start and stop making the announcement)

FOR MORE INFORMATION: (Your name and telephone number)

TIME: 25 seconds

ARE YOU BETWEEN THE AGES OF _____ (age) AND _____ (age) AND LOOKING FOR SOMETHING TO DO? JOIN KIDS ACROSS THE MAGNOLIA STATE WHO ARE HEADING TO THEIR LIBRARIES TO PARTICIPATE IN "MISSISSIPPI MAGIC" THE 1999 SUMMER LIBRARY PROGRAM. SIGN UP FOR GREAT STORIES AND AWESOME ACTIVITIES AT THE _____ LIBRARY STARTING _____ (date). THE FUN IS FREE AND OPEN TO EVERYONE.

SAMPLE PRESS RELEASE

From: (Library's Name)
Re: 1999 Summer Library Program

For further information, please contact:
(Your name and telephone number)

"MISSISSIPPI MAGIC" is the theme of Mississippi's 1999 Summer Library Program co-sponsored by the _____ Library and the Mississippi Library Commission. Children across the state are invited to explore the many wonders of the people, places, and events that make up the great state of Mississippi.

"Kids who read succeed" states librarian _____. The Summer Library Program at the _____ Library is designed to attract children to the library and show them that reading is fun! Studies have shown that children who read all summer will exhibit measurable gains in comprehension and vocabulary when they return to the classroom in the fall.

Free programs and activities will begin on _____ (date) and continue through _____ (date). Each child will receive bookmarks, a reading log, and other special items. Those children who complete the program will receive a special certificate.

The programs to be offered at _____ Library include the following:

(List program titles and dates with times)

The Mississippi Summer Library Program is partially funded through the Mississippi Library Commission. This year's artwork for the program was created by art students in the Carroll County School District.

(Bold 14pt type required) **If you require hearing interpreters or auxiliary aids in order to attend and participate, please contact the library at least 72 hours prior to the scheduled program. Non-print users should contact the Mississippi Library for the Blind and Physically Handicapped at 1-800-446-0892.**

SAMPLE LETTER TO PARENTS

(PRINT ON LIBRARY'S LETTERHEAD)

Dear Parents:

To encourage your child to read this summer, the _____ Library and the Mississippi Library Commission are sponsoring a statewide reading program. This year's theme will be "MISSISSIPPI MAGIC". The program will involve books and activities that invite children to explore the challenges and excitement of our great state. The _____ Library invites you and your child to join this exciting adventure. "MISSISSIPPI MAGIC" will begin _____ (date) and end _____ (date). The programs are free and open to children between the ages of ____and _____.

Encourage your child to participate in the summer library program. By doing so, you are helping your child retain hard-earned reading skills and start a life-long adventure with reading.

The staff at _____ Library invites your children to come in and sign-up for the expedition. To join our program, please call or visit the library for a complete schedule of activities.

Sincerely,

Your Name
Title

SAMPLE LETTER TO PARENTS OF PRESCHOOLERS

(PRINT ON LIBRARY'S LETTERHEAD)

(Date)

Dear Parent:

I am extending a special invitation to you to register your children in the Summer Library Program at the _____ Library. Your child does not have to be able to read to be part of the fun and excitement happening this summer during "MISSISSIPPI MAGIC". One phase of our program is designed especially for this read-to-me age group. Parents, grandparents, older brothers and sisters, baby sitters, and other care givers can share the fun of reading with the children.

By reading to your child, you are encouraging them to develop a lifelong love of books and reading. Introducing your preschool child to books and reading will have a positive effect on the level of reading readiness when your child enters school. Special programs that are planned for this age group are detailed in the attached "MISSISSIPPI MAGIC" flyer.

It is easy to join and the program is free. Reading to your child and sharing the magic of books is the only commitment involved with the program. Each child will receive a reading record to record the books that have been read to him/her, small prizes, and certificates.

Please visit the library or call _____ (library phone number) for additional information.

Sincerely,

(Your name)
(Title)

TIPS FOR INCLUDING CHILDREN WITH DISABILITIES

- Invite children with disabilities to join the fun. Send publicity information and flyers to special education teachers and vision and hearing consultants in the schools.
- Make sure that meeting rooms are easily accessible for all with disabilities.
- Aisles should be at least 36" wide to accommodate wheel chairs. Keep all aisles clear and unobstructed.
- Offer sign interpreters at activities scheduled for the Summer Library Program. Local and state agencies will assist you in locating interpreters.
- In your publicity, you may ask that people requiring interpreters or auxiliary aids in order to participate, notify the library at least 72 hours prior to an activity or when they register for the Summer Library Program. This will allow you to plan your programs more effectively.
- Prepare your publicity and schedules in a large print format as well as regular print. Photocopiers will enlarge the print. This may require additional preparation time so plan ahead.
- Print your flyers and schedules in dark ink on white or cream-colored paper using plain type face. Do not use flourescent papers as these may be difficult for people with a visual handicap to read.
- Ask the child or his parents how to adapt the program so that the child may participate. They have experience in adapting materials to meet their needs.
- Allow children with hearing impairments or vision disabilities to sit at the front so they can enjoy the program. Describe objects that are used during a program or allow children with vision disabilities to touch the objects.
- If you are doing craft projects, keep them simple. If possible, create teams to work on the projects and the children can help each other.
- Provide incentives that the children will appreciate. Prizes that are tactile in nature will be especially appropriate.
- Be sure to alert your staff regarding the services and accommodations that you are incorporating into your program.
- Local rehabilitation agencies and Talking Books and Braille Services may be able to assist you in developing ideas for programs.

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A SELECTED BIBLIOGRAPHY OF MISSISSIPPI RESOURCES

The following books may be of help in planning for "Mississippi Magic." Note that some of the titles are old, but they contain information for developing exciting programs. All of the titles listed below are available from the Mississippi Library Commission through interlibrary loan. Check your Mississippi and local history collection for other titles that will be beneficial in developing activities for "Mississippi Magic."

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SELECTED PROMOTIONAL RESOURCES

ALA Graphics
American Library Association
50 E. Huron St.
Chicago, IL 60611
1-800-545-2433

DEMCO
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1-800-356-1200
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1-800-366-1920

Rivershore Reading Store
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Rock Island, IL 61201
1-309-788-7717

Wonderstorms
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Cleveland, OH 44128-3147
1-800-321-1147

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W5527 Highway 106
P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-448-4887

S & S Recreation
P. O. Box 513
Colchester, CT 06415-0517
1-800-243-9232

Children's Book Council
Order Department
568 Broadway
1-800-999-2160
New York, NY 10012

Anderson's
4875 Whitebear Parkway
Whitebear Lake, MN 55110
1-800-328-9640

SUPPLY SOURCES

Dover Publications, Inc.
31 East 2nd Street
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P. O. Box 2308
Omaha, NE 68103-2308
1-800-228-0475

Oriental Merchandise Company, Inc.
2636 Edenborn Ave.
Metairie, LA 70002
1-800-535-7335

RECIPES

Bread-Dough Ornament

Ingredients:
1 c. flour
1/3 c. water
½ c. salt

Preparation:
Slowly add water to flour and salt. Mix and knead with your hands. Roll out dough. Cut or shape with your hands. Bake at 225 degrees for 20 minutes on each side. Cool then paint and glaze. Don't forget to make a hole for the string before baking.

Clay Ornaments

Ingredients:
4 c. all-purpose flour
1 c. salt
1 ½ c. cold water
Cookie cutters
Ribbons for hangers

Preparation:
Mix flour and salt together. Slowly add water while stirring with a fork until soft dough forms. Turn out on a lightly floured surface and knead until smooth, adding a small amount of water or flour, if needed. Roll dough on a floured surface to 1/4 inch thickness. Cut with cookie cutters. Place ornaments 1 inch apart on an ungreased baking sheet. Punch "hanging holes" with a drinking straw. Bake in a preheated 300 degree oven for 30 to 45 minutes. Baking time will vary with size of ornaments. When completely cool, you may paint ornaments with Tempera paints or leave natural. Coat with shellac. Note: Dough will keep indefinitely if stored in an airtight container in the refrigerator.

Cookie Dough Ornaments

Ingredients:
1 c. salt
2 c. flour
1 c. water

Preparation:
Mix together salt and flour and add water a little at a time. Knead dough 7 to 10 minutes until dough is smooth and elastic. Roll dough 1/4 inch thick and use cookie cutters to cut. Put hole for hanging in the top of the shape. To attach small buttons, smooth on a little water and add buttons. Bake at 325 degrees until light brown (about ½ hour). When completely cool, color with bright magic markers. Using spray varnish, coat all of the ornaments on both sides.

Peanut Butter Playdough - Edible

Ingredients:
18 oz. peanut butter
6 Tbsp. honey
Nonfat dry milk

Preparation:
Mix ingredients with enough nonfat dry milk to form into a workable dough. Can be decorated with raisins and then eaten!

Face Paint

Ingredients:
1 tsp. cornstarch
½ tsp. water
½ tsp. cold cream
2 drops food coloring of your choice

Preparation:
Mix all ingredients in small plastic mixing bowl. Make sure it is well mixed.

Macaroni Jewelry

Ingredients:
Large macaroni
Food coloring
Yarn

Preparation:
Dip large macaroni into food colors for a few seconds. Lay macaroni on paper towels to dry. Cut yarn long enough for necklace or bracelet. Wrap end of yarn with tape. String macaroni. Tie the yarn ends together.

Homemade Playdough

Ingredients:
2 c. flour
1 c. salt
1/4 c. salad oil
3/4 - 1 c. water
Few drops of food coloring

Preparation:
Mix flour, salt, and oil. Add food coloring to the water. Add water to the flour mixture. Knead until it no longer sticks to your hands. The playdough may be stored in tightly sealed plastic bags or airtight cans. If dough dries out and gets too hard, add more water. If dough gets too oily, add flour a little at a time.

Mississippi Magic Icing

Ingredients:
6 Tbsp. water
3 Tbsp. meringue powder
4 c. confectioners sugar, sifted

Preparation:
Measure meringue powder and water into a bowl, and beat at high speed with an electric mixer for 30 seconds. Add sifted confectioners sugar. Mix at low speed for 1 minute, and at high speed for 7 to 8 minutes until icing is stiff, but not dry. If you draw a knife or spatula through it, the path should be clear and hold its shape. To color the icing, use paste or powder color.

Basic Butterless Buttercream

Ingredients:
6 c. confectioners sugar, sifted
1 1/3 c. solid shortening
2 Tbsp. water
2 Tbsp. clear vanilla
Pinch of salt

Preparation:
In a large bowl, blend all the ingredients with an electric mixer for 3-5 minutes. Pause to scrape the icing from the side of the bowl, then mix for an additional minute. Refrigerate for 10 minutes before using. This Butterless Buttercream will keep for up to six months out of the refrigerator if stored in an airtight container. If icing is stored in the refrigerator, always re-beat it or let it sit out for 30 minutes before using.

Strip Papier-Mache

Items Needed:
A Stack of newspapers
Thin paste

Preparation:
Tear newspapers from the fold down. For large objects, tear the strips 1 to 1 ½ inches wide. For smaller objects, tear the strips narrower. If paste is too thick thin it with water before spreading. Lay paper strips on a sheet of newspaper and cover one side of the strips with paste. Strips may also be pulled through paste, but they will take longer to dry. Or paste can be applied to object and the dry strips laid over the paste.

Strip papier-mache is a good material for making small animals, pinatas, and other objects. Cover your base or armature (a balloon, a rolled newspaper, a jar, a light bulb) with the strips of paste-covered newspaper. Apply a second layer of strips in the same manner, running these strips in the opposite directions. Continue this way until you have built up five layers. To help determine when you have completely covered the object with each layer, use the colored comics for alternate layers. Allow project to dry and then paint)with poster paint) and decorate as required.

Basic Papier-Mache Pulp

Items Needed:
1 Pail or large pan warm water
1 pail of equal size small torn newspaper pieces
Electric beater
Thick classroom paste
Resin papier-mache or wallpaper paste
Oil of wintergreen
Poster paints
Shellac

Preparation:
Tear newspaper into approximately 1-inch-wide strips or into pieces 1 x 1 ½ inches. (It is up to you which size you use. Sprinkle strips into water, stirring to separate them until all have been added. If water does not cover, add more until all the paper is covered. Set aside overnight. Beat soaked paper with an electric beater until you have a smooth pulp. If you do not have an electric beater, handfuls of paper can be rubbed over a washboard to achieve the same result, but this takes longer and is tiresome. Strain excess water. Squeeze with hands until nearly dry. Add paste gradually. The amount you add depends upon how much paper pulp you have and how dry you have squeezed the pulp. Mix to clay like consistency with an electric beater or with your hands. Add a few drops of wintergreen to prevent mold while drying.

Mold or model as with clay. Place the object in a spot where the air can circulate around it until it is completely dry. Allow 3 to 5 drying days depending on the size. If the object cracks while drying, mend it with additional pulp. Paint the object with poster paints and then shellac.

Magic Crystals

Items Needed:
1 T. Epsom Salt
1 T. Water
1/4 t. food color (any color but yellow)
2 Two-inch lids
Saucepan and potholder
Spoon

Preparation:
Measure the Epsom salt and water into a saucepan. Cook and stir over medium heat until the salt dissolvers. Take the pan off the heat and set on a heat-proof surface. Stir in the food color. Pour the mixture into a jar lid. The lid should be almost full. Pour any extra into a second lid. Crystals grow as the liquid evaporates. Some form long rods. Some look fine and feathery. Others look like cactus. During the first week they'll creep up and over the lip of the lid. Magic crystals grow slowly for days and last for months. You can use liquid magic crystals as paint. Brush it on paper, cardboard, or glass. As the liquid dries, frost-like crystals form.

Magic Crystal Garden Solution

Items Needed:
Some rocks
Shallow bowl
6 T. Salt
6 T. Bluing
6 T. Water
1 T Ammonia
Food coloring

Preparation:
Place the rocks in the bottom of the shallow bowl. Combine salt, bluing, water and ammonia in a small bowl and mix well. Pour mixture over rocks. Add a few drops of different food coloring over the mixture. Let stand a few hours. Crystals will begin to form. They will grow to colorful and interesting for several days.

Stick 'Em Up!

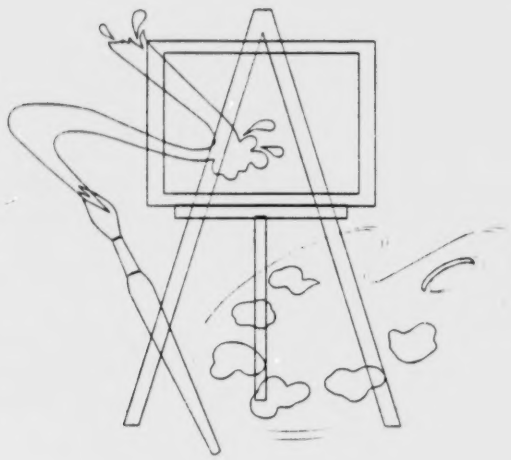
Make your own stickers...

© 1987 Copycat Press, Inc.

Items needed:

Measuring cup
Small sauce pan
Spoon
Hot plate or access to stove
Small paint brush
Waxed paper
Small pictures to use for stickers
4 envelopes unflavored gelatin
2 cups water
1 teaspoon peppermint extract (optional)

Preparation:
Mix water with unflavored gelatin and peppermint extract in a small sauce pan. Heat mixture over medium heat until gelatin is dissolved, stirring occasionally. Cool. Use a paint brush to lightly cover the back of a page of stickers with a thin layer of liquid. Be careful not to get liquid on colored side of stickers. Let dry 1 to 2 hours. Cut out sticker shapes.



T-Shirt Art

Items Needed:

1. Dritz Crayola Fabric Crayons
   Ask for them in the fabric or craft department at Wal-mart. An 8 color package costs about $2.00. 1 package will be required for every 3-4 children. The crayons can be used several times before the pieces become too small to handle.
2. T-Shirt
   Synthetic or poly/cotton blends work best. The shirt should be white or a pastel color.
3. Pre-drawn designs or coloring book pages
   Coloring pages from the Summer Library Program Manual can help to keep the project focused on the theme.
4. Plain white paper
   For those who draw their own design.
5. Copies of the instructions to take home
   This is always a good idea in Mississippi in the summertime. A sudden electrical storm can knock out the electricity for a few minutes or a few hours and there you are .... instant program disaster!
6. Irons, old bath towels for padding, and several adults or teenagers to man the ironing stations if you decide to finish the project on site.
7. Old newspapers
   Put a layer of newspapers between the front and the back of the T-shirt before you iron on the transfer. It helps to prevent the colors from bleeding through the shirt.

(Yes, this project can work and it works very well. Just make sure you do a little planning ahead. I have done this project with 40 - 50 children at one time.)

Contributed by Linda Tufaro, Pearl River County Library System

1999
Summer Library Program Evaluation
"Mississippi Magic"

Please complete this Evaluation Questionnaire and return it no later than **September 1, 1999 to Jean Hudspeth at the Mississippi Library Commission, 1221 Ellis Avenue, P. O. Box 10700, Jackson, MS 39289-0700 or Fax: 601-354-6667.**

Public Library Systems are to combine statistics and comments for all branch libraries and service units on this form.

Name of Library System:_____

Name and title of the person in charge of the Summer Library Program:

_____
Name

_____
Title

Number of branch libraries or service units participating in the Summer Library Program:_____

1. Program length:_____(Number of weeks)

2. Did your library system divide the children into age categories? Yes___ No___

3. If your library system did divide by age, what were the age breakdowns: (Please list the age breakdowns used, i.e. preschool, school age, young adult, other.)

4. Number of Registrants and Certificates Issued:

	Registrants	Certificates Issued
Toddler/Preschool:	_____	_____
Preschool to Kindergarten:	_____	_____
Kindergarten to Third Grade:	_____	_____
Kindergarten to Sixth Grade:	_____	_____
Third Grade to Sixth Grade:	_____	_____
Fourth Grade to Sixth Grade:	_____	_____
Fourth Grade to Eighth Grade:	_____	_____
Young Adult:	_____	_____
Other:	_____	_____
TOTALS:	_____	_____

5. Circulation (Total number of juvenile items circulated during the Summer Library Program or total juvenile circulation during June and July.)

Books _____

AV _____

TOTAL: _____

6. Programs:

During the summer, did your library system sponsor or conduct:
A. Story hours: Yes___ No___
B. Read - To - Me Programs: Yes___ No___
C. Elementary School Programs: Yes___ No___
D. Young Adult Programs: Yes___ No___

Number of Programs Conducted: _____

Total Number of Children Attending Programs: _____

Were any of these programs held at sites other than the library? Yes____ No___
Identify the site (s):_____
_____
_____

Were any of these programs held at night or on Saturdays? Yes___ No___
Briefly describe the programs and the community response: _____
_____
_____

Describe your library system or branch library's most successful summer program: (Use the back of page 3 for additional comments.)
_____
_____

7. Publicity:

Did your library system or branch libraries visit the schools in your area to publicize the summer library program? Yes___ No___
Please estimate the number of children that your librarians met: _____

Were there sufficient publicity materials for you to use with the theme? Yes___ No___
Comments:_____

8. Materials and Theme:

Please evaluate the materials provided by the Mississippi Library Commission: (Please circle):

	Poor				Excellent
Manual and Activities:	1	2	3	4	5
Posters	1	2	3	4	5
Bookmarks:	1	2	3	4	5
Certificates:	1	2	3	4	5
Reading Logs:	1	2	3	4	5

Comments about the materials:_____

_____

_____

_____

_____

Comments about the theme:_____

_____

_____

_____

_____

Suggestions for improving the materials:_____

_____

_____

_____

_____

Additional Comments:_____

_____

_____

_____

_____

Please enclose with this evaluation form, any pictures, newspaper articles, booklists, programs, samples of activities, games, incentives or other items pertaining to summer reading that you wish to share with the Mississippi Library Commission.

MISSISSIPPI LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED

All children can find great enjoyment in reading, but not all children can use standard printed material. Mississippi Library for the Blind and Physically Handicapped (MLBPH) can provide books in alternative formats to these children.

MLBPH has books on audio cassette, flexible disc, and in braille for those people meeting eligibility requirements of the National Library Service for the Blind and Visually Handicapped. Eligible persons include children and adults unable to read standard printed material due to blindness, visual impairment, physical limitations, or reading disability due to organic dysfunction.

Librarians are urged to call us for information. We can be reached at 1-800-446-0892 outside the Jackson area or 354-7208 within Jackson. We will be happy to provide applications for service and other information as requested.

The MLBPH's book collection is similar to that of a medium-sized public library and includes general information as well as recreational reading. All books contain the entire text of the print edition. The enclosed bibliography is only a partial listing of our collection for young people.

Books designated as RC are recorded on audio cassette; BR are available in braille. Books shown as PRINT/BRAILLE include the text and illustrations of the print picture book edition. Braille is embossed on clear sheets which overlay each page. These books are ideal for sharing between blind and sighted people.

Friends of Handicapped Readers have produced a bibliography The Mississippi Collection and public libraries have been sent a copy. Further copies are available upon request. Books recorded since the publication of that bibliography are included with this listing for Mississippi Magic.

PROFESSIONAL READING
SERVING DISABLED CHILDREN IN THE LIBRARY

Deines-Jones, Courtney, and Connie Van Fleet. Preparing Staff to Serve Patrons with Disabilities. How-To-Do-It Manuals for Librarians, Number 57. New York, London: Neal-Schuman Publishers, Inc. , 1995.

Jackson, Sara C. Toys, Not Books: A Special Youth Services Program. Journal of Youth Services in Libraries, Winter, 1996: 199-201.

Poulson, Jane M. Library Programs for Children with Disabilities. A Survey of Missouri Public Libraries. Show-Me Libraries, Fall, 1995: 33-41.

Schimmel, Judith. Programs That Open Doors. School Library Journal, Nov, 1993: 36-38.

Walker, Evelyn, ed. Programming for Serving Children with Special Needs. ALSC Program Support Publications, American Library Association: Chicago and London, 1994.

Walling, Linda Lucas, and Marilyn M. Irwin. Information Services for People with Developmental Disabilities. Westport, Connecticut and London: Greenwood Press, 1995.

Walling, Linda Lucas, and Marilyn H. Karrenbrock. Disabilities, Children, and Libraries. Englewood, CO: Libraries Unlimited, 1993.

Wessen, Caren L., and Margaret J. Keefe. Serving Special Needs Student in the School Library Media Center. Westport, Connecticut and London: Greenwood Press, 1995.

Wright, Kieth C., and Judith F. Davie. Serving the Disabled. How-To-Do-It Manuals for Librarians, Number 13. New York and London: Neal-Schuman Publishers, Inc., 1991.

Bibliography

BRAILLE

BR 00152 HE HEARD AMERICA SING. Elsa Possell. Grades 6-9.

BR 01820 MISSISSIPPI POSSUM. Miska Miles. Grades 2-5.

BR 01848 MINN OF THE MISSISSIPPI. Holling Clancy Holling. Grade Grades 4-7.

BR 03291 YANKEE DOODLE'S COUSIN. Ann Malcolmson. Grades 4-7.

BR 06147 SALLY ANN THUNDER ANN WHIRLWIND CROCKETT. Caron Cohen. Grades Pre-2. Print/Braille.

BR 06198 FREEDOM COMES TO MISSISSIPPI. Milton Meltzer. Grades 6- 9.

BR 06283 ROLL OF THUNDER, HEAR MY CRY. Mildred Taylor. Grades 6-9.

BR 06355 LET THE CIRCLE BE UNBROKEN. Mildred Taylor. Grades 6-9.

BR 07258 THE FRIENDSHIP. Mildred Taylor. Grades 5-8.

BR 08560 MISSISSIPPI BRIDGE. Mildred Taylor. Grades 5-7.

BR 08470 THE ROAD TO MEMPHIS. Mildred Taylor. Grades 6-9.

BR 09020 AMERICA THE BEAUTIFUL, MISSISSIPPI. Robert Carson. Grades 4-7.

BR 10573 MY DOG SKIP. Willie Morris. Grades 9-12, Older Readers.

BR 10740 MY DOG SKIP. Willie Morris. Grades 9-12, Older Readers. Grade 1 Braille.

BRAILLE AVAILABLE THROUGH INTERLIBRARY LOAN

BRA00716 BRISTLE FACE. Zachary Ball. Grades 6-9.

BRA04947 EUDORA WELTY. Ruth Vande Kieft. Grades 9-12, Older Readers.

BRA05935 THREE RIVERS SOUTH. Virginia Eifert. Grades 6-9.

BRA06095 HOUSEBOAT GIRL. Lois Lenski. Grades 4-7.

BRA06379 THE WILDERNESS WAY. Merritt Allen. Grades 6-9.

BRA07341 MARK TWAIN, HIS LIFE. Catherine Peare. Grades 4-7.

BRA08356 THE LAST FORT. Elizabeth Coatsworth. Grades 6-9.

BRA10083 THE DEVIL'S BACKBONE; THE STORY OF THE NATCHEZ TRACE. Jonathan Daniels. Grades 9-12, Older Readers.

BRA12919 MIKE FINK, BEST OF THE KEELBOATMEN. Harold Felton. Grades 4-7.

BRA13870 GO DOWN, MOSES, AND OTHER STORIES. William Faulkner. Grades 9-12, Older Readers.

BRA14423 DE SOTO, EXPLORER OF THE SOUTHEAST. Matthew Grant. Grades 3-5.

BRA16451 MARQUETTE AND JOLIET. Ronald Syme. Grades 3-5.

CASSETTE

RC 10557 THE GHOST BELONGED TO ME. Richard Peck. Grades 5-8.

RC 10853 ROLL OF THUNDER, HEAR MY CRY. Mildred Taylor. Grades 6-9.

RC 12247 THE DAYS WHEN THE ANIMALS TALKED: BLACK AFRICAN FOLKTALES AND HOW THEY CAME TO BE. William Faulkner. Grades 4-7, Older Readers.

RC 13979 STAND BY YOUR MAN. Tammy Wynette. Grades 9-12, Older Readers.

RC 15234 ON THE FRONTIER WITH MR. AUDUBON. Barbara Brenner. Grades 5-8.

RC 15882 AS I SAW IT: WOMEN WHO LIVED THE AMERICAN ADVENTURE. Cheryl Hoople. Grades 6-9, Older Readers.

RC 16979 CROSSROADS. Leon Jaworski. Grades 9-12, Older Readers.

RC 17849 LET THE CIRCLE BE UNBROKEN. Mildred Taylor. Grades 6-9.

RC 17900 DEEP BLUES. Robert Palmer. Grades 9-12. Older Readers.

RC 18984 FREDERICKSBURG TO MERIDIAN. Shelby Foote. Grades 9-12, Older Readers.

RC 20146 THE COURTING OF MARCUS DUPREE. Willie Morris. Grades 9-12, Older Readers.

RC 20234 ONE WRITER'S BEGINNINGS. Eudora Welty. Grades 9-12, Older Readers.

RC 22779 NIGHT CRY. Phyllis Naylor. Grades 5-8, Older Readers.

RC 23258 ELVIS AND GLADYS. Elaine Dundy. Grades Grades 9-12, Older Readers.

RC 25154 SALLY ANN THUNDER ANN WHIRLWIND CROCKETT. Caron Cohen. Grades Pre-2.

RC 27508 THE FRIENDSHIP. Mildred Taylor. Grades 5-8.

RC 27838 THE TAMARACK TREE; A NOVEL OF THE SIEGE OF VICKSBURG. Patricia Clapp. Grades 6-9.

RC 28460 FREEDOM SONG. Mary King. Grades 9-12, Older Readers.

RC 28673 THE GOLD CADILLAC. Mildred Taylor. Grades 3-6, Older Readers.

RC 29933 BALM IN GILEAD: JOURNEY OF A HEALER. Sara Lightfoot. Grades 9-12, Older Readers.

RC 30254 THE GULF STREAM: ENCOUNTERS WITH THE BLUE GOD. William MacLeigh. Grades 9-12, Older Readers.

RC 30680 SUCCEEDING AGAINST THE ODDS. John Johnson. Grades 9-12, Older Readers.

RC 32633 MISSISSIPPI TO MADRID. James Yates. Grades 9-12, Older Readers.

RC 32807 MISSISSIPPI BRIDGE. Mildred Taylor. Grades 5-7, Older Readers.

RC 32965 THE ROAD TO MEMPHIS. Mildred Taylor. Grades 6-9.

RC 33546 "LOOKING UP AT DOWN": THE EMERGENCE OF BLUES CULTURE. William Barlow. Grades 9-12, Older Readers.

RC 34620 AMERICA THE BEAUTIFUL, MISSISSIPPI. Robert Carson. Grades 4-7, Older Readers.

RC 34658 JEFFERSON DAVIS. Perry King. Grades 6-9, Older Readers.

RC 34985 THE SPIRITUALS AND THE BLUES; AN INTERPRETATION. James Cone. Grades 9-12, Older Readers.

RC 35487 RHYTHM OIL: A JOURNEY THROUGH THE MUSIC OF THE AMERICAN SOUTH. Stanley Booth. Grades 9-12, Older Readers.

RC 35659 COMING OF AGE IN MISSISSIPPI. Anne Moody. Grades 9-12, Older Readers.

RC 36316 THIS LITTLE LIGHT OF MINE. Kay Mills. Grades 9-12, Older Readers.

RC 36619 OL' DIZ: A BIOGRAPHY OF DIZZY DEAN. Vince Staten. Grades 9-12, Older Readers.

RC 36631 MISSISSIPPI CHALLENGE. Mildred Walter. Grades 6-9, Older Readers.

RC 36830 TRIALS OF THE EARTH: THE AUTOBIOGRAPHY OF MARY HAMILTON. Mary Hamilton. Grades 9-12, Older Readers.

RC 36960 IDA B. WELLS-BARNETT. Elizabeth Van Steenwyk. Grades 6-9, Older Readers.

RC 37273 GROWING UP BLACK IN RURAL MISSISSIPPI. Chalmers Archer. Grades 9-12, Older Readers.

RC 38097 ON FIRE. Larry Brown. Grades 9-12, Older Readers.

RC 38149 THE LAND WHERE THE BLUES BEGAN. Alan Lomax. Grades 9-12, Older Readers.

RC 38894 OPRAH!: UP CLOSE AND DOWN HOME. Nellie Bly. Grades 9-12, Older Readers.

RC 39017 NORTH TOWARD HOME. Willie Morris. Grades 9-12, Older Readers.

RC 39630 BLACK HAWK, SAC REBEL. Nancy Bonvillain. Grades 5-8, Older Readers.

RC 40129 STORIES FROM HOME. Jerry Clower. Grades 9-12, Older Readers.

RC 40146 SONG OF THE TREES. Mildred Taylor. Grades 3-6.

RC 41290 A WAY THROUGH THE WILDERNESS: THE NATCHEZ TRACE & THE CIVILIZATION OF THE SOUTHERN FRONTIER. William Davis. Grades 9-12, Older Readers.

RC 41451 THE WELL: DAVID'S STORY. Mildred Taylor. Grades 3-6.

RC 41612 MY DOG SKIP. Willie Morris. Grades 9-12, Older Readers.

RC 41628 BRER TIGER AND THE BIG WIND. William Faulkner. Grades K-3.

LOCALLY RECORDED BOOKS (Friends of Handicapped Readers)

The Mississippi Collection

RCX00330 THIRTEEN MISSISSIPPI GHOSTS AND JEFFREY. Kathryn Windham. Grades 9-12, Older Readers.

RCX00365 THE GHOSTS OF ROWAN OAK: FAULKNER'S GHOST STORIES FOR CHILDREN. Dean Wells. Grades 7-12, Older Readers

RCX00371 TALES BY SCOOTER MOUSE. Mattie Rials. Grades K-4.

RCX00380 THE DAY OF THE ARKANSAS. Robert Alter. Grades 5-9.

RCX00403 SCOOTER'S SPOOKY STORIES. Mattie Rials. Grades K-3.

RCX00413 SCOOTER MOUSE - STORIES TO MAKE YOUR WHISKERS TWITCH. Mattie Rials. Grades K-3.

RCX00416 SCOOTER MOUSE'S SING-A-LONG. Mattie Rials. Grades K-3.

RCX00417 SHORT STORIES FOR CHILDREN. Dixie Beard. Grades 4-7.

RCX00433 ONCT A PONY TIME STORIES. Mattie Rials. Grades K-3.

RCX00446 AMEN, BROTHER BEN: A MISSISSIPPI COLLECTION OF CHILDREN'S RHYMES. Marice Brown. Grades K-6.

RCX00473 LOOK OUT FOR PIRATES. Iris Vinton. Grades 2-4.

RCX00492 TWO SIEGES OF THE ALAMO. Robert Alter. Grades 7-12.

RCX00500 CHARLEY PRIDE. Pamela Barclay. Grades 7-9.

RCX00529 WE WERE THERE WITH JEAN LAFITTE AT NEW ORLEANS. Iris Vinton. Grades 4-7.

RCX00563 CHOOKY. John Faulkner. Grades 4-6.

RCX00676 THE REDD PONY. William Lester, Jr. Grades 4-6.

RCX00677 THE SHOE BIRD. Eudora Welty. Grades 4-6.

RCX00678 TROUBLE DOLLS. Jimmy and Savannah Jane Buffett. Grades 4-6.

RCX00687 LEPRECHAUN OF BAYOU LUCE. Joan Payne. Grades 2-4.

RCX00688 UNCLE JED'S BARBERSHOP. Margaret Mitchell. Grades 2-4.

RCX00689 DIARY OF A COUNTRY DOCTOR. W.W. Walley. Grades 9-12, Older Readers.

RCX00690 A HISTORY LOVER'S GUIDE TO MISSISSIPPI. Mary Ann Wells. Grades 9-12, Older Readers.

RCX00699 SHOCCO TALES: SOUTHERN FRIED SAGAS. Jim Ritchie. Grades 9-12, Older Readers.

RCX00700 THE RELUCTANT REUNION. Jim Majure. Grades 9-12, Older Readers.

RCX00705 THE STABLE THAT STAYED. Josephine Payne. Grades K-3.

Mississippi Magic Bibliography

The titles in this selected bibliography are of books that children across the state will enjoy reading during the magical days of a Mississippi summer. Most of the titles have a Mississippi or Southern theme. Other titles are based on subjects of importance to the state (i.e. family and farm life, for example). Collections of Native American tales are included; many of these include traditional stories of tribes that were the first residents of the state. Many other titles in local juvenile collections, although not set in the state, are applicable to life in Mississippi and will supplement the titles in this bibliography.

The bibliography is divided into Preschool, Lower Elementary Fiction, Lower Elementary Nonfiction, Upper Elementary Fiction, and Upper Elementary Nonfiction. One favorable review source is noted when found. BB5 = *Best Books for Children: Preschool Through Grade 6* (5th ed.), *Best Books for Children: Preschool Through Grade 6* (6th ed.), BL = *Booklist*, CC = *Children's Catalog*, HB = *Hornbook*, KR = *Kirkus*, PW = *Publishers Weekly*, SLJ = *School Library Journal*.

PRESCHOOL TITLES

Ata, Te. Baby Rattlesnake. Adapted by Lynn Moroney. Illustrated by Veg Reisberg. Emeryville, CA: Children's Book Press, 1993. (Ages 4-8) (BL)

Banks, Sara H. A Net to Catch Time. Illustrated by Scott Cook. New York: A.A. Knopf, 1997. (Ages 4-8) (BL)

Buffett, Jimmy and Buffet, Savannah Jane. The Jolly Mon. Illustrated by Lambert Davis. San Diego: Harcourt Brace Jovanovich, Publishers, 1988. (Ages 5-9 and up) (SLJ)

Carpenter, Mary Chapin. Halley Came to Jackson. (Book and cassette). Illustrated by Dan Andreasen. New York: HarperCollins, 1998. (Ages 4-8) (BL)

The Gingerbread Boy. Illustrated by Scott Cook. New York: A.A. Knopf, 1987. (Ages 4-8) (BL)

Harrell, Reatrice O. How Thunder and Lighting Came to Be: A Choctaw Legend. Illustrated by Susan L. Roth. New York: Dial Books for Young People, 1995. (Ages 4-8) (BL)

How Big is the Ocean? First Questions and Answers About the Beach. Alexandria, VA: Time-Life, 1994. (Ages PS-8) (BB6)

Karas, G. Brian. Home on the Bayou: A Cowboy's Story. Illustrated by the author. Simon and Schuster, 1996. (Ages 4-8) (BL)

McKissack, Pat. Nettie Jo's Friends. Illustrated by Scott Cook. New York: Knopf, 1989. (Ages 4-8) (BL)

MacLachlan, Patricia. All the Places to Love. Paintings by Mike Wimmer. Harper Collins Publishers, 1994. (Ages 4-8) (BL)

Martin, Bill, Jr. and Archambault, John. Barn Dance. Illustrated by Ted Rand. Henry Holt and Co., 1986. (Ages 4-8) (BL)

Miller, William. Richard Wright and the Library Card. Illustrated by Gregory Christie. New York: Lee and Low Books, 1997. (Ages 5-9) (KR)

Mitchell, Margaree King. Uncle Jed's Barbershop. Illustated by James Ransome. New York: Simon & Schuster, 1993. (Ages 4-8) (SLJ)

Mother Goose. Selected and illustrated by Scott Cook. New York: A.A. Knopf, 1994. (All ages) (HB)

Nickens, Bessie. Walking the Log: Memories of a Southern Childhood. Paintings and stories by the author. Rizzoli, 1994. (Ages 4-8) (HB)

Petersham, Maud and Miska. The Rooster Crows: A Book of American Rhymes and Jingles. Macmillan, c1945. (Ages 4-8) (PW)

Rylant, Cynthia. The Relatives Came. Illustrated by Stephen Gammell. Bradbury Press, c1985. (Ages 4-8) (HB)

Van Laan, Nancy. Possum Come a-Knockin'. Illustrated by George Booth. Knopf, c1990. (Ages 4-8) (HB)

Vaughan, Marcia. Whistling Dixie. Illustrated by Barry Moser. HarperCollins Publishers, c1995. (Ages 4-8) (HB)

LOWER ELEMENTARY - FICTION

Bullock, Judy Broadus. Uncle Wiley Whiskers: Tell How the Catfish Got It's Name. Brandon, MS: Quail Press, 1992. (Ages 6-8)

Buffett, Jimmy and Buffet, Savannah Jane. Trouble Dolls. Illustrated by Lambert Davis. San Diego: Harcourt Brace Jovanovich, Publishers, 1991. (Ages 6 and up) (PW)

Street, James. The Biscuit Eater. Illustrated by Arthur Fuller. New York: Dial Press, 1949, c1941. (Ages 7-11) (BL)

Mitchell, Margaree King. Granddaddy's Gift. Illustrated by Larry Johnson. Mahwah, NJ: Bridgewater Books, 1997. (Ages 7-11) (KR)

LOWER ELEMENTARY - NONFICTION

Borden Louise. Good-Bye Charles Lindberg: Based on a True Story. Illustrated by Thomas B. Allen. New York: Margaret K. McElderry Books, 1998. (Ages 5-9) (BL)

Bounds, Thelma U. Meet Our Choctaw Friends: An Indian Tribe of Mississippi. New York: Exposition Press, 1961. (Ages 9-12)

Conklin, Paul. Choctaw Boy. Illustrated with photographs by the author. New York: Dodd, Mead, 1975. (Ages 8-12)

Hall, Donald. Lucy's Summer. Illustrated by Michael McCurdy. Harcourt, Brace & Co., 1995. (Ages 4-8) (BL)

Hausman, Gerald. How Chipmunk Got Tiny Feet: Native American Animal Origin Stories. Collected and retold by Gerald Hausman. Illustrated by Ashley Wolff. HarperCollins Publishers, c1995. (Ages 4-8) (HB)

Kent,Zachary. Jefferson Davis. Danbury, Ct: Childrens Press, 1993. (Ages 8-10) (BB5)

Lepthien, Emilie U. The Choctaw. Danbury, CT: Childrens Press, 1987. (Ages 7-9) (CC)

McCall, Edith S. Biography of a River: The Living Mississippi. New York: Walker and Co., 1990. (Ages 6 and up) (CC)

Parker, Laurie. Everywhere in Mississippi. Brandon, MS: Quail Ridge Press, 1996. (All ages)

Parker, Laurie. Mississippi Alphabet. Brandon, MS: Quail Ridge Press, 1998. (All ages)

Parks, Van Dyke. Jump: The Adventures of Brer Rabbit. (Developed from the folktales of Joel Chandler Harris). With illustrations by Barry Moser. San Diego: Harcourt Brace & Co., 1997. (Ages 4-8) (SLJ)

Parks, Van Dyke. Jump on Over!: The Adventures of Brer Rabbit and His Family. (Developed from the folktales of Joel Chandler Harris). With illustrations by Barry Moser. San Diego: Harcourt Brace & Co., 1998. (Ages 4-8) (HB)

Parks, Van Dyke. Jump Again!: More Adventures of Brer Rabbit. (Developed from the folktales of Joel Chandler Harris). With illustrations by Barry Moser. San Diego: Harcourt Brace & Co., 1997. (Ages 4-8) (BL)

Van Laan, Nancy. In a Circle Long Ago: A Treasury of Native Lore from North America. Illustrated by Lisa Desimini. New York: Knopf, 1995. (Ages 4-8) (HB)

UPPER ELEMENTARY - FICTION

Ball, Zachary. Bristle Face. New York: Holiday House, 1991. (Ages 9-12) (HB)

Holl, Kristi D. Hidden in the Fog. New York: Macmillan, 1989. (Ages 10-13) (BB5)

McCafferty, Jim. Holt and the Cowboys. Illustrated by Florence S. Davis. Gretna, LA: Pelican Pub. Co,. 1993. (Ages 9-12)

McCafferty, Jim. Holt and the Teddy Bear. Illustrated by Florence S. Davis. Gretna, LA: Pelican Pub. Co,. 1991. (Ages 9-12)

Naylor, Phyllis Reynolds. Night Cry. New York: Macmillan, 1984. (Ages 10-13) (BB5)

Naylor, Phyllis Reynolds. One of the Third -Grade Thonkers. New York: Macmillan, 1984. (Ages 10-13) (BB5)

Taylor, Mildred D. The Friendship. New York: Dial Books for Young Readers, 1988. (Ages 8-12) (BL)

Taylor, Mildred D. Mississippi Bridge. New York: Dial Books for Young Readers, 1990. (Ages 9-12) (HB)

Taylor, Mildred D. Song of the Trees. New York: Dial Books for Young Readers, 1975. (Ages 9-12) (HB)

Taylor, Mildred D. The Well: David's Story. New York: Dial Books for Young Readers, 1995. (Ages 9-12) (HB)

Twain, Mark. Adventures of Huckleberry Finn. New York: Random House, 1993. (Ages 12 and up) (BB5)

Welty, Eudora. The Shoe Bird. Beth Krush, Illustrator. Jackson, MS: University Press of Mississippi, 1993. (Ages 9-12) (HB)

UPPER ELEMENTARY - NONFICTION

Aylesworth, Thomas G. and Aylesworth, Virginia A. The South: Alabama, Florida, Mississippi. (State Report Series). Illustrated. Broomall, PA: Chelsea House, 1992. (Ages 9-12) (SLJ)

Beaton, Margaret. Oprah Winfrey: TV Talk Show Host. Danbury, CT: Childrens Press, 1990. (Ages 10-13) (BB5)

Bruchac, Joseph. Flying with the Eagle, Racing with the Great Bear: Stories from Native North America. New York: BridgeWater Books, 1993. (Ages 10 and up) (CC)

Bruchac, Joseph. The Girl Who Married the Moon: Tales from Native North America. Told by Joseph Bruchac and Gayle Ross. New York: BridgeWater Books, 1994. (Ages 10 & up) (CC)

Capote, Truman. A Christmas Memory. Illustrated by Beth Peck. New York: Knopf, 1996. (Ages 9-12) (HB)

Carson, Robert. Hernando De Soto. Danbury, CT: Childrens Press, 1991. (Ages 9-12) (BB5)

Carson, Robert. Mississippi. (America the Beautiful Series). Danbury, CT: Childrens Press, 1988. (Ages 9-12) (CC)

Ciment, James. Scholastic Encyclopedia of the American Indian. New York: Scholastic Reference, 1996. (Ages 9 and up) (CC)

Coleman, Evelyn. The Riches of Oseola McCarty. Illustrated by Daniel Minter and Fred Willington. Morton Grove, IL: Albert Whitman & Co., 1998. (Ages 9-12) (KR)

Cooper, Kay. Where Did You Get Those Eyes? A Guide to Discovering Your Family History. Illustrated by Anthony Accardo. New York: Walker & Co., 1988. (Ages 10 and up) (CC)

Dickey, Glenn. Jerry Rice. Springfield, NJ: Enslow, 1993. (Ages 10-13) (BB6)

Douglas, Ellen. The Magic Carpet and Other Tales. Retold by Ellen Douglas with the Illustrations of Walter Anderson. Jackson: University Press of Mississippi, c1987, 1997(second printing). (All Ages).

Durrett, Deanne. Jim Henson. San Diego, CA: Lucent Books, 1994. (Ages 9-12) (BB6)

Elish, Dan. James Meredith and School Desegregation. Brookfield, CT: Millbrook Press, 1994. (Ages 8-10) (BB6)

Evans, J. Edward. Jerry Rice: Touchdown Talent. (The Achievers Series). Minneapolis: Lerner Publications Co., 1993. (Ages 9-12) (SLJ)

From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs. Compiled by Amy L. Cohn. Illustrated by eleven Caldecott Medal and four Caldecott Honor Book artists. New York: Scholastic Inc., 1993. (All ages) (KR)

Haban, Rita D. How Proudly They Wavae: Flags of the Fifty States. Illustrated. Minneapolis: Lerner Publs., 1989. (Ages 9 and up) (CC)

Hamilton, Virginia. Her Stories: African American Folktales, Fairy Tales, and True Tales. Illustrated by Leo and Diane Dillon. New York: Blue Sky Press, 1995. (Ages 9 and up). (CC)

Hamilton, Virginia. The People Could Fly: American Black Folktales. Illustrated by Leo and Diane Dillon. New York: Knopf, 1985. (Ages 9 and up). (CC)

Hamilton, Virginia. When Birds Could Talk and Bats Could Sing: The Adventures of Bruh Sparrow, Sis Wren, and Their Friends. Told by Virginia Hamilton. Illustrated by Barry Moser. New York: Blue Sky Press, 1996. (Ages 8-10) (CC)

Hargrove, Jim. Rene-Robert Cavelier, Sieur de La Salle: Explorer of the Mississippi. (Ages 9-12) (BL)

Harness, Cheryl. Mark Twain and the Queens of the Mississippi. New York: Simon and Schuster, 1998. (Ages 9-12) (KR)

Hiscock, Bruce. The Big Rivers: The Missouri, the Mississippi, and the Ohio. New York: Simon & Schuster, 1997. (Ages 8-10) (BB6)

Hofsinde, Robert. Indian Sign Language. Illustrated by the author. New York: Morrow, 1956. (Ages 8-12) (CC)

Holling, Holling C. Minn of the Mississippi. Illustrated by the author. Boston: Houghton Mifflin, 1951. (Ages 9-12) (CC)

Jungreis, Abigail. Know Your Hometown History: Projects and Activities. New York: Watts, 1992. (Ages 9-12) (BL)

Kron, Kataherine E. Elvis Presley: The King. Minneapolis: Lerner, 1994. (Ages 10-12) (BB6)

Kavanagh, Jack. Dizzy Dean. Broomall, PA: Chelsea House, 1991. (Ages 9-12) (BB5)

Krishef, Robert K. Jimmie Rodgers. Minneapolis: Lerner, 1978. (Ages 9-12) (BB5)

Lauber, Patricia. Flood: Wrestling with the Mississippi. Washington, DC, National Geographic Society, 1996. (Ages 9-12). (KR)

Lester, Julius. Further Tales of Uncle Remus: The Misadventures of Brer Rabbit, Brer Wolf, the Doodang, and Other Creatures. Illustrated by Jerry Pinkney. New York: Dial Books, 1990. (Ages 9 and up) (HB)

Lester, Julius. More Tales of Uncle Remus: Further Adventures of Brer Rabbit, His Friends, Enemies, and Others. Illustrated by Jerry Pinkney. New York: Dial Books, 1988. (Ages 9-11). (CC)

Lester, Julius. The Last Tales of Uncle Remus. Illustrated by Jerry Pinkney. New York: Dial Books, 1994. (Ages 9-11). (CC)

Lester, Julius. The Tales of Uncle Remus: The Adventures of Brer Rabbit. Illustrated by Jerry Pinkney. New York: Dial Books, 1987. (Ages 9-11) (CC)

McCall, Edith S. Biography of a River: The Living Mississippi. Illustrated. New York: Walker & Co., 1990. (Ages 11 and up) (CC)

Mooney, Martin. Naden, Corinne J. Ronald McNair. Broomall, PA: Chelsea House, 1991. (Ages 10-12) (BB6)

Mooney, Martin. Brett Favre. Broomall, PA: Chelsea House, 1997. (Ages 10-12) (BB6)

Nicholson, Lois P. Oprah Winfrey. (Black Americans of Achievement). Broomall, PA: Chelsea House, 1994. (Ages 9-12) (HB)

Otfinoski, Steve. Oprah Winfrey: Television Star. (The Library of Famous Women). Woodbridge, CT: Blackbirch Marketing, 1994. (Ages 8-12) (SLJ)

Patterson, Lillie, and Wright, Cornelia H. Oprah Winfrey: Talk Show Host and Actress. Springfield, NJ: Enslow, 1990. (Ages 10-12) (BB5)

Perl, Lila. The Great Ancestor Hunt: The Fun of Finding Out Who You Are. Drawings by Erika Weihs. New York: Clarion Books, 1989. (Ages 10 and up) (CC)

Pollard, Michael. The Mississippi. Tarrytown, NY: Benchmark, 1997. Ages 10-13) (BB6)

Ready, Anna. Mississippi. (*Hello U.S.A. Series*). Minneapolis: Lerner Publications Company, 1993. (Ages 9-12) (CC)

Penner, Lucille Recht. A Native American Feast. With illustrations selected by the author. New York: Macmillan, 1994. (Ages 9 and up) (CC)

Saidman, Anne. Oprah Winfrey: Media Success Story. Minneapolis: Lerner, 1990. (Ages 10-12) (BB5)

Savage, Jeff. Sports Great Brett Favre. Springfield, NJ: Enslow, 1998. (Ages 10-13) (BB6)

Shaw, Dena. Ronald NcNair: Challenger Astronaut. Broomall, PA: Chelsea House, 1994. (Ages 10-13) (BB6)

Stein, R. Conrad. The Story of Marquette and Jolliet. Danbury, CT: Childrens Press, 1981. (Ages 8-12) (BB5)

Stein, R. Conrad. The Story of Mississippi Steamboats. Danbury, CT: Childrens Press, 1987. (Ages 8-10) (BB5)

Steins, Richard. Leontyne Price: Opera Star. Woodbridge, CT: Blackbirch Press, 1993. (Ages 9-12) (BB5)

Thornley, Stew. Jerry Rice: Star Wide Receiver. Springfield, NJ: Enslow, 1998. (Ages 9-11) (BB6)

Weitzman, David L. My Backyard History Book. Illustrated by James Robertson. Boston: Little, Brown and Co., 1975. (Ages 9 and up) (CC)

Williams, Sylvia B. Leontyne Price: Opera Superstar. Danbury, CT: Childrens Press, 1984. (BB5)

Whit, Sylvia. Hernando De Soto and the Explorers of the American South. (World Explorer Series). Illustrated. Broomall, PA: Chelsea House, 1991. (Ages 10 and up) (HB)

Wolfson, Evelyn. From Abenaki to Zuni: A Dictionary of Native American Tribes. Illustrated by William Sauts Bock. New York: Walker & Co., 1988. (Ages 9 and up) (CC)

Woods, Geraldine. Jim Henson From Puppets to Muppets. New York: Macmillan, 1987. (Ages 8-10) (BB5)

Woods, Geraldine. The Oprah Winfrey Story: Speaking Her Mind. New York: Macmillan, 1991. (Ages 8-10) (BB5)

Woog, Adam. Elvis Presley. San Diego, CA: Lucent Books, 1997. (Ages 9-13) (BB6)

DISPLAY AND PROMOTION IDEAS

"Mississippi Magic" celebrates the wonders of our state - the beaches of the gulf coast, the fertile fields of the Delta, the majesty of the piney woods, and the rolling hills to the north. The possibilities for promoting the 1999 Summer Library Program are numerous and varied. They may be adapted to meet the space requirements of every library in the state. The ideas presented in this section merely serve as a starting point for your imagination and creativity as you travel through Mississippi this summer.

CREATING THE ATMOSPHERE

- Step back into the past with the fun and excitement of the Showboat. At the entrance to the meeting room or children's area, use a large sheet of cardboard(stove carton) and rope to create a gangplank. Inside the meeting room or story time area, suspend dark red or purple fabric from the ceiling to create the stage. Trim the fabric with fringed trim and gold braid. (Watch for sales at the local fabric store.) This area will provide a natural stage for all of your programs.

- If your library divides participants into reading teams, mark the team's progress by recreating a steamboat race. Enlarge pictures of famous steamboats such as the Natchez, Robert E. Lee, or J. M. White. Mount these on foam board. Use a box cutter or exacto knives to cut out the boats. Create a river scene on butcher paper. Divide the river into increments by 100's. Using mounting tape, mount the scene to a long wall. Position the steamboats at the beginning. Move the boats along the river based on the number of books the team reads each week.

- Enlarge a simple outline of the state. Cut several of these shapes from cardboard or foam board. Paint each shape in a bright royal blue. Each shape will represent a different aspect of our state. For example, mount pictures of Mississippi musicians near their home towns. Another shape might feature Mississippi authors, Mississippi sports figures, etc. These may then be mounted on the ends of the shelving.

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- The front porch is a big part of the southern lifestyle. You can create the front porch of a plantation home or a simple fishing shack. Cardboard posts and railings would work well. Plywood and 2x4's could make it a little fancier (and also more expensive). Add a rocking chair and a stuffed hound dog to make it more authentic. Storytelling could be done from the rocking chair on a grand or simple southern front porch.

- The magic of Mississippi is not limited to the state. Tame the Mighty Mississippi by building a raft. Use dowels lashed together with jute for a small display, or save carpet rolls and lash together for a larger scene. Add a fishing pole and rig up a sail out of an old sheet. Place a blue sheet or tarp under the raft to add the illusion of water. Throw on a couple of classics like Mark Twain's "Tom Sawyer" and you've got the perfect place to get comfortable and read while spending a lazy day on the river.

- Use an instrument to display information about our great music heritage. A guitar, real or cardboard, could introduce B.B. King, Muddy Waters, or Bo Diddley. Cut out piano keys from cardboard, paint white and black, and hang them from the ceiling over the music section of your library. Using a tape recorder and headphones, you could set up an interactive display. Let the children listen to an actual recording of one of our Mississippi greats.

- An old top hat can be used to display books about magic. If you can't locate an actual hat, use a large round oatmeal box to make one. Old hat boxes can be transformed into top hats with a little extra cardboard for the brim and a coat of black spray paint. Find a stuffed rabbit and your display is complete. Just like magic!

- Teddy Bears can be used to introduce children to Teddy Roosevelt. Set out bears of various sizes along with a autobiography of Roosevelt. A sign above the display could read "How did we get our name?" or "Named after a great president!" Be creative! You could post a sign that says "Please read to the bears," or have a contest to name a bear. If Roosevelt is not your cup of tea, use the bears to display books about Elvis. After all, he "Just wants to be your teddy bear. Thank you, thank you very much!"

BULLETIN BOARD IDEAS

- Use a top hat, black, with magic wand. Book jackets from Mississippi children's authors can be displayed popping out of the book. Gold letters saying "Mississippi Magic" on a white background would be a great eye-catcher.

- Sailboats or shrimp boats on a royal blue background would make a beautiful scene. Each sailboat could be "named" after a good book with the name written on the hull. "Set Sail with Books" or "Sail into Summer" in yellow would look sunny on a clear blue sky.

- The same blue background could be used to highlight a Mississippi "gator". The Carson-Dellosa Clip Art Collection, Book I, has a great picture of a gator in a bow tie. He's a friendly sort. He's even waving. "Bite into a Great Book" might be a good caption.

- The same book mentioned above also has a wonderful set of honey bees. The honey bee is our state insect and could be used in a variety of ways to set off your bulletin board. Bees could buzz around book covers, or if you list the names of kids that have registered for summer reading, you could use the bees to buzz around the names. It would make a honey of a bulletin board. Bees and a hive are also available preprinted and pre-cut from your local teacher supply store. The bulletin board kit comes with a sheet of how to use ideas.

- The dolphin is our state water mammal. Yes, we have a state water mammal. A gray dolphin on a background of blue or a royal blue dolphin on a background of light blue could be used as a bulletin board. Add a hoop and the letters for "Flip Over These Great Tales."

- If you don't have a large bulletin board, use a window instead. Cut a sheet of plain newsprint or butcher paper the size of the window and cover it with a light coat of blue spray paint. Use double sided tape to secure it to the window. Add clip art sea creatures, or if you have a color printer, print out some sea animals to tape to the scene. This is a great display for smaller libraries. Any window can be an instant aquarium to show off the wonders of the Gulf.

- Rockets blasting off from Stennis Space Center could blast kids off into a great summer reading program. The Carson-Dellosa Clip Art Collection, Book II, will help with the space clip art. "Blast Off With A Good Book" "Blast Into Summer Reading" You could use this bulletin board idea to count down the days before summer or your summer reading kickoff. "10, 9,8,7,6,5,4,3,2,1 Blastoff!" Make the numbers large and make a piece of construction paper with the word "Days" written at the bottom. As the days count down, move the paper down the line behind each number to highlight how many days are left.

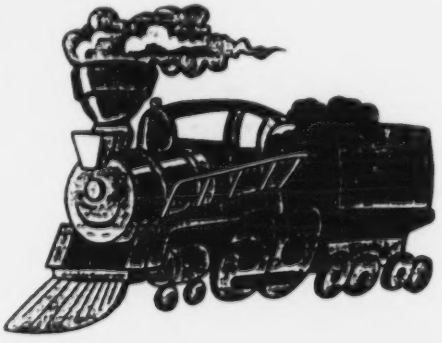
- The guitar has played an important role in Mississippi's musical heritage. Cut a large guitar from cardboard or foam board. Attach to the bulletin board for a 3-D effect. Add pictures of people that have contributed to our music history. The guitar may also serve as a starting point for a mobile. Pictures of Mississippi musicians may be copied and mounted back to back and suspended from the guitar using fishing line of varying lengths. Musical notes cut from black poster board may also be interspersed with the pictures.

- Use the Mississippi Almanac to find out some Mississippi Firsts. The first transoceanic flight was made by a Mississippian. Coca Cola was first bottled in Mississippi. The first hot air balloon to land in Central Park was a Mississippi balloon. Any of these could be put together under the title "Mississippi Firsts" or "We Did It First!"

- The outline of the state could be used in so many different ways. Use the outline to highlight Mississippi authors, Mississippi products, Mississippi waterways, Mississippi wildlife, etc. Depending on the size of the outline, string or yarn could connect pictures to the appropriate spot in the state, or you could mount the pictures on the actual outline.

- Make a movie connection. Use the outline of the state to show what movies were filmed in Mississippi and where. The Mississippi Almanac will give you all of that information. You could connect the movie to a book where appropriate. "Mississippi Goes Hollywood" "The Hollywood Connection" or even "Never Judge a Book By It's Movie" could be incorporated.

- The railroad played a large part in our Mississippi history. Railroad tracks made out of strips of black construction paper could outline the bottom of a bulletin board. Check the pictures in "Train" by Donald Crews for inspiration. Make a train out of construction paper in various colors and add the words "Get On the Right Track With Reading." "A Trainload of Great Books" would also add a nice touch. You could turn this idea into a display by putting tracks down the center of low book shelves and adding a cardboard box train. You could fill the "box cars" with books, book jackets or hand outs.



COSTUME IDEAS

- PIRATE - Black pants, white shirt with full sleeves, or red and white striped T-shirt, red bandana or scarf, black eye patch, gold hoop earring, black boots.
- COCK OF THE WALK - this was the toughest, meanest, orneriest cuss around, and he dressed to show it. Black pants, red shirt, black felt broad brimmed hat with a red feather.
- KEEL BOAT MAN - Black pants, white shirt with full sleeves, black felt hat, black boots
- PIONEER WOMAN - Long dress, white apron, sunbonnet
- SOUTHERN BELLE - Long full dress, hoop skirt, bonnet, shawl
- TEDDY ROOSEVELT - Khaki pants and safari jacket from "Wild About." Khaki Indiana Jones style hat (available at Wal-Mart). Turn up brim on one side and tack in place. Wire rim glasses, carry teddy bear.
- RAILROAD ENGINEER - Striped overalls over denim or chambray shirt, striped cap, bandana at neck. (Casey Jones, Jimmy Rogers)
- MAGICIAN - Black top hat, black cape, magic wand or white rabbit puppet, black pants, white shirt.
- RIVER RAT - (Tom Sawyer, Huck Finn) Cut off knee length shorts, no shoes, dirty or torn shirt, tousled hair, and a fishin' pole.

Any of these ideas will add to the fun and excitement of "Mississippi Magic". Wearing a costume for each program or for school visits to promote the program will create "magic". Use your imagination and have fun!

This section prepared by Kaileen Thieling, Branch Manager and Jane Hosford, Children's Librarian of the Pearl Public Library, Central Mississippi Regional Library System.

SUGGESTED PRESCHOOL PROGRAMS

CATERPILLARS AND BUTTERFLIES

The spicebush swallowtail is the state butterfly. Introduce the children to the magical world of caterpillars and butterflies by reading Eric Carle's The Hungry Caterpillar.

Activities and Games:
"Fuzzy Wuzzy Caterpillar" and the "Caterpillar Dance" from the game section of the manual.

Crafts:
Feet butterflies, inkblot butterflies, or clothes pin butterflies from the craft section of the manual.
Butterfly Match

Refreshments:
Select refreshments from the many foods eaten by the Hungry Caterpillar.

CHICKENS

Chickens are an important industry in Mississippi. Chickens sounds are some of the first animals sounds imitated by young children. Conduct a program for your youngest patrons centered on this popular bird. Tell the two old favorites - Chicken Little and The Little Red Hen. Children will love the repetition found in these classic tales and will join you in saying the familiar lines before each tale is completed. You may also want to read The Surprise Family by Lynn Reiser.

Activities and Games:
Hickety-Pickety My Black Hen
Five Little Chickens

Crafts:
Chicken and Egg (from craft section of manual)

Refreshments:
Candy Corn

COMMUNITY HELPERS

The opportunities for programs by community helpers are endless. Possible program presenters can be recruited from the fire department, the police department, community health providers (doctors,

nurses, dentists, etc.), animal control personnel, sanitation department, mail carriers, and many others. Children would love to see them dressed in their uniforms and/or the normal workday attire. See if they will read appropriate books from your collection as part of the program. It might be possible for a police car or fire truck to park at the library for the children to visit. Suggested titles for this session: Fireman Small, by Wong H. Yee, I'm Going to Be a Police Officer, by Edith Kunhardt, and Officer Buckle and Gloria, by Peggy Rathmann.

LET'S GO TO THE BEACH

The Mississippi Gulf Coast is the longest man-made beach in the world. Take a trip to this beach through stories, games, and activities. Read Is This the House of Hermit Crab? By Megan McDonald and Not the Piano Mrs. Medley. Play a tape with ocean and seagull sounds. If you have large shells let the children hear the sound of the ocean by holding the shells up to their ears.

Activities And Games:
Henry Hermit Crab Loses His Shell - Game

Crafts:
Beach and Shell Coloring Sheets

Refreshments:
Have a simple beach picnic with jelly sandwiches and lemonade.

LET'S GO TO THE ZOO

Children are fascinated by animals. They liked the big animals like elephants and giraffes; they also like animals that make them laugh like seals and monkeys. Read these two delightful books about zoos to start your program – If Anything Ever Goes Wrong At the Zoo by Mary J. Hendrick and Good Night Gorilla by Peggy Rathmann. Discuss with the children their favorite zoo animal.

Activities and Games:
Monkey See, Monkey Do
Kangaroo Relay

Crafts:
Zoo Animal Coloring Sheets
"Monkey" Bag Puppets

LIFE ON THE FARM

Begin your visit to the farm by reading Wind Says Goodnight by Katy Rydell or Cock-A-Doodle-Moo by Bernard Most. Use Margaret Wise Brown's The Big Red Barn to develop a lift-the-flap story board. Cut the posterboard in the shape of a barn and reproduce farm animals to paste behind the flaps to discover the animals that live in the barn. Did you ever wonder what happened to the cow who jumped over the moon? Discover the answer when you share the funny and delightful Moonstruck: by Gennifer Choldenko.

Activities and Games:
Old MacDonald Had a Farm
Night Comes to the Farm
Pin the Tail on the Donkey

Crafts:
Cow Coloring Sheet
Get the Animals to the Barn Sheet

Refreshments:
Haystacks and Milk

PET PARADE

Invite the children to bring their favorite stuffed animals to Story Hour. As the program begins, ask the children to place their stuffed animals on a table. Invite members of the Friends of the Library or staff members to serve as judges for the Pet Show. While the animals are being judged, read Pet Show by Ezra Jack Keats. Sing *That Doggie in the Window* as a tribute to all of the dog pets. Counting Kittens by David Plummer can easily be adapted for use as a flannel board story or a stick puppet story. Read *My Very Own Pet* encouraging the children to supply the sound effects. At the end of the program, award prizes to all of the stuffed animals. Another title you may want to consider reading is I Am the Dog, I Am the Cat by Donald Hall.

Activities and Games:
My Very Own Pet (*Kidstuff,* Vol. 4, No. 9)
That Doggie in the Window -Words and music in Reader's Digest Children's Songbook

Crafts:
Cat Coloring Sheet
Dog Coloring Sheet

PLANT A SEED AND WATCH IT GROW

All children are fascinated by nature. In this program introduce children to the wonderful world of growing plants. Begin by reading one or more of the following titles: This Year's Garden by Cynthia Rylant, Flower Garden by Eve Bunting, and Miss Penny and Mr. Grubbs by Lisa Campbell Ernst. You may want to select other suitable titles from your collection. Some of the children may have assisted with a family garden, allow them to share their experience with the other children. Talk about favorite and least favorite vegetables.

Activities and Games:
Mary Mary Quite Contrary, How Does Your Garden Grow?

Allow the children to examine various kinds of seeds (corn, radish, watermelon, butterbean, lemon, apple, cucumber, tomato, etc.) Seal the seeds in plastic bags to discourage children from putting them in their mouths. You may want to start a dish garden in your library using carrot tops and/or radish seeds. (If you do this activity, it would be a good idea to have this program early in the summer. Encourage the children to return each week to see how their garden is growing.)

Crafts:
Seedling Cups

Refreshments:
Samples of garden vegetables (cucumbers, radishes, celery, etc.)

TRAINS, TRAINS, TRAINS

The railroads have played an important role in Mississippi history. Today's space age children are as excited about trains as their grandparents were. Read The Little Engine that Could by Watty Piper and Choo Choo by Virginia Lee Burton. These classic stories are favorites of children today, just as they as they were favorites of their parents.

Activities and Games:
The Wheels on the Train Go Round and Round
All Aboard Game

Crafts:
Train Coloring Sheet
"Help the Little Engine Get to the Depot" Activity Sheet

OTHER PROGRAM SUGGESTIONS:

Other topics that you may want to use in developing summer library programs for your youngest patrons are listed below.

Some activities to supplement programs on these topics may be found in the *Crafts* and *Activities, Games, and Coloring Sheets* Sections of the manual.

Fishing
Native American Tales
Cows
Sports
Boats
Ice Cream
Folktales
Bees
Magic
Pigs
Pirates
Rivers

ELEMENTARY PROGRAMS

CHARLES LINDBERG COMES TO MISSISSIPPI

Ages: 6 - 12

In 1929, Charles Lindberg landed in the small Mississippi town of Canton. Booktalk the account of this exciting event using Good-bye, Charles Lindberg: Based on a True Story by Louise Bordon, illustrated by Thomas B. Allen (New York: Margaret K. McElderry Books, 1998). You may want to have a local person that flies small planes come and talk to the children about what it's like to fly a small airplane.

Activities: (1) Have a paper airplane making and flying contest. You will need paper, tape, glue, paper clips, crayons, markers, etc. on hand for the children to use in designing their paper airplanes. If you wish, award prizes in various categories – the prettiest plane (this plane might be a complete failure at flying), the plane that flew the highest, the plane that flew the greatest distance, etc.
(2) Have a local model plane enthusiast demonstrate a radio controlled model airplane

Display: If you have a secure display area, a local citizen who builds model planes as a hobby may be willing to display some of his models.

COME TO THE FAIR

Ages: All

In October 1999, the Mississippi State Fair will celebrate its 140th anniversary. In the beginning people traveled to the fair by horseback, wagons, and by walking. The current location of the fair that occurs in October of each year is at the fairgrounds in Jackson.

Although the Mississippi State Fair was initially created by and for farmers, it is now attended by people of all walks of life. In addition to livestock shows, agricultural displays and demonstrations, and demonstrations, big-name entertainment and midway-type adventures lure many Mississippians every year.

4H Club members participate by showing livestock, crafts, art, and food productions skills. They proudly take home blue, read, and white ribbons awarded for their hard work throughout the year.

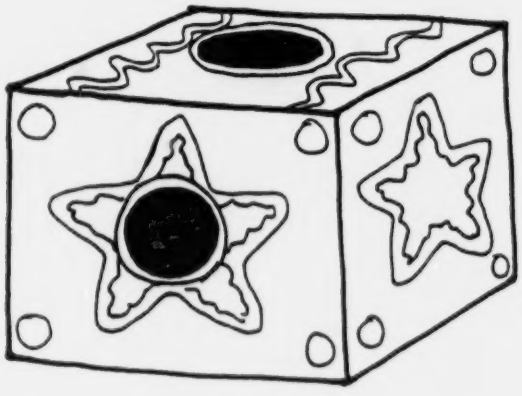
The Following activities may be used to create a "fair" at the library, or they may be used as activities for story sessions. If you wish to create a fair at the library, consider a half-day event which is open to participation by the public. The local Friends of the Library group may want to assist you with this program.

1. **Midway Games**: The following games may be played indoors.

PENNY TOSS: Arrange several teacups in a row on a tabletop or on the floor. Children will take turns tossing pennies into the cups from a set distance of five feet (alter distance to accommodate younger children and challenge older ones.

BEAN BAG TARGET THROW: Fill several socks with dried navy beans and knot to securely close socks. Children will stand at a set distance from the target box and attempt to pitch the bean bag into one of the holes of the target box. The target box is made by cutting holes in an ordinary cardboard box and decorating the box to make it festive.

"BEAN BAG TARGET"



RING TOSS: Line soda bottles in a row on the floor and have the children toss medal canning jar rings at the bottles to get a ring to catch on bottlenecks

CUP STACKING: Obtain several dozen plastic beverage cups from fast food restaurants or from your cupboards. Cups should be the same size. Organize the children into teams, with four or five on a team. In relay fashion, a team member runs to a table and quickly stacks the cups. The next team member unstacks, then the next stacks, and so on. The first team to finish is the winner. Have as many tables or work spaces as there are teams.

2. **Face Paints**:

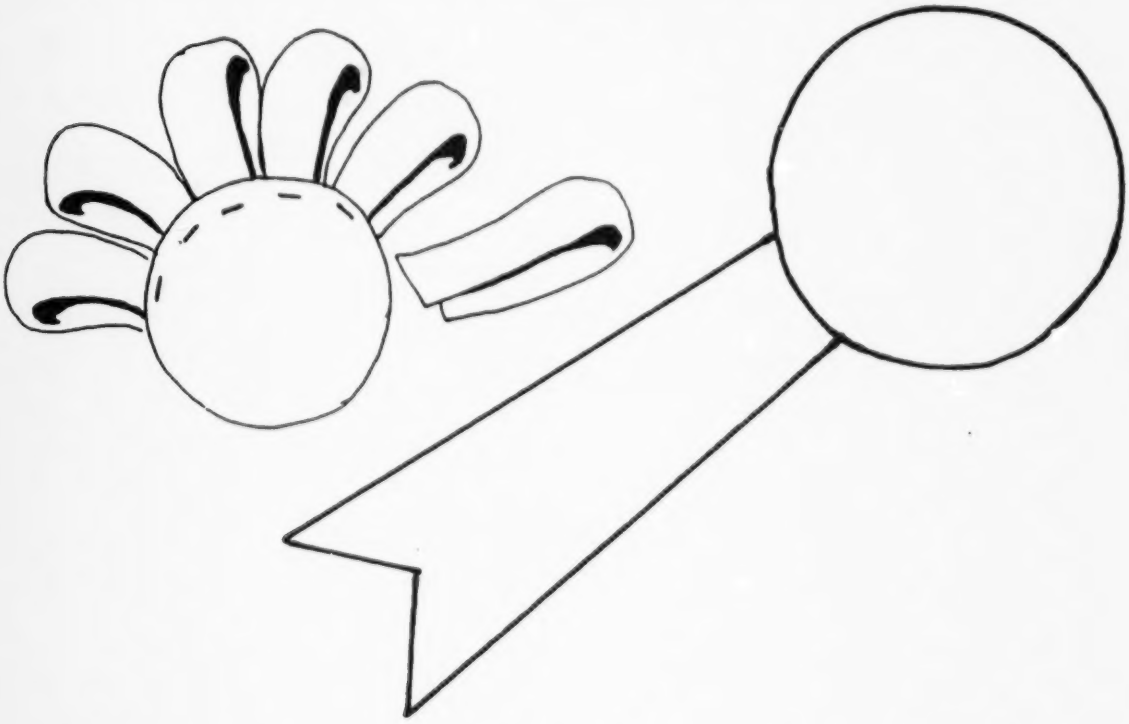
2 Tablespoons cornstarch	1 Tablespoon water
1 Tablespoon hypoallergenic cream	Food coloring

Mix and add food coloring. This face paint can be used to paint clown faces, create tattooed ladies and gentlemen, or to transform ordinary children into livestock – feather-faced chickens, black-an-white spotted Holstein cows or pink-nosed rabbits. The paint is easier to remove if the painted area is first coated with additional cold cream.

3. **Exhibits and Displays**: Invite children and adults to display their crafts, collections or garden produce. Owners of items on exhibit should be required to stay by their tables to answer questions. Have several judges (complete with clipboards and award ribbons) tour the exhibit and give participants ribbons. This gives a three year-old an opportunity to show off a rock collection or doll collection, while older children may wish to enter creations made of interlocking plastic bricks or other commercial toy construction materials. This activity is most successful if adult participants also enter displays. Parents, library staff, Friends of the Library, and local collectors may be asked to show off their roses, apples, canned goods, needlework or other suitable items.

4. **4H Participants** - Contact your local 4H leaders or county extension office to arrange for 4H Club members and leaders to visit the library to talk about their fair projects. 4H Club members should bring items they have made during the year and talk about how they show them at fairs. Small animals such as rabbits and fowl may be brought to the library if the 4H members feel comfortable doing so. If your county fair is being held during the time of the summer library program, consider having a special storyhour session at the fair grounds–after sharing stories, take the children on a tour of the barns and exhibits.

5. **Award Ribbons** - Children will use paper or satin ribbon to make award ribbons. Younger children will be most comfortable making the simpler award ribbon – a cardboard or construction paper circle glued to a strip of ribbon or paper. They may then add stick-on foil stars or use ink stamps to embellish. Grades K-5 are better prepared to make the "rosette" type ribbons by glueing or stapling "petals" to the central circle, then curling them and securing them as loops around the circle. Children in grades 3-5 would probably enjoy using satin rather than paper. Satin ribbon may be purchased through local florists. (Beware bargain ribbon–what seems like a full spoon may only amount to a few yards.)



6. **Refreshments** - Provide some of the traditional fair foods. You may be able to get local fast food restaurants and/or grocery stores to donate items.

(With permission of the State Library of Iowa - slightly adapted for use in Mississippi)

CASEY JONES AND THE GREAT TRAIN RIDE

Ages: 5 - 12

To highlight the importance railroading has had in Mississippi history, read or tell the story of the folk hero Casey Jones, who died in a famous train crash at Vaughan, Mississippi in April, 1900. Have someone with a guitar lead the children in singing the ballad of "Casey Jones" (be sure it is one of the versions that is appropriate for children.

Program variation: Many towns have standing depots that are no longer in use. Have a retired rail worker attend your program to tell stories of when the trains used to stop in your community several times a day. Other senior citizens might tell of trips taken on the trains of long ago. The ballad of "Casey Jones" could also be used for this variation.

Activity: **Making Tracks** – This is a race game that requires a long roll of paper (newsprint, shelf paper, or sheets of paper stapled or glued together to yield 8 feet), wooden craft sticks, and flat toothpicks. Two teams of up to five members will attempt to build tracks using craft sticks and toothpicks. The craft sticks will be the rails, and the toothpicks will be laid under these rails to serve as the bed of the tracks. Spread out the long length of paper and draw a star in the middle of it. The teams will race to assemble tracks, each starting at opposite ends of the sheet. The team that places enough track on the paper to get to the star first is the winning team. Team members will take turns placing lengths of tracks on the paper. Make it clear to players that they are to be careful not to disturb any track already laid on the paper. If the long sheet is only about a foot wide and is secured to a tabletop or floor with tape, mishaps will diminish. It will be up to you as to whether or not any damaged track should be repaired to count as valid track for the race. Much depends on the skill and age of the group. If you have large groups, several long sheets and materials can be used at once. You will be able to reuse materials because they are not glued in place.

COWS ARE BEAUTIFUL

Ages : 6 - 12

Recruit volunteers from local 4-H groups to assist you with this program. Have the 4-H leader present a program on farm animals and products. Some of the 4-H members might be willing to bring some of their animals to show if your situation permits live animals. Allow the 4-H members to lead the children in "Old MacDonald Had a Farm" and other appropriate songs.

Follow the formal part of the program with a "Beautiful Cow Contest." Divide the into groups of no more than ten. Give each group a brown paper bag containing balloons, newspaper, yarn, construction paper, markers, scissors, pipe cleaners, paper plate, tape, and bells. With these items each group has to "dress up" one person to be a cow. Be sure to have a camera ready.

For refreshments serve candy corn, cheese, and cow juice (chocolate milk)

(This program was suggested by Regina Graham, Librarian at Pontotoc Public Library, Dixie Regional Library System.)

FUTURE STARS OF MISSISSIPPI TALENT SHOW

Ages: All

Have a talent show. Allow the children to sign up to perform their special skills. Set a sign up time. Set guidelines (i.e., sign up deadline, number or participants, length of performance, etc.). This would be a good night time program to involve parents and others in the community. This program can be as simple or as elaborate as local situations dictate.

HALLEY'S COMET

Ages: 6 - 12

Read the book, Halley Came to Jackson written and performed by Mary Chapin Carpenter; illustrated by Dan Andreasen (New York: Harper/Collins Publishers, 1998). Play the tape. Play the tape again and have the children sing along with the tape. Invite a local stargazer to come and share his hobby with the children or allow the children to share with the group something that has happened in their lives that they might want to tell others about when they get to be their grandparents' ages. Use related "space" activities found in other sections of the manual.

MISSISSIPPI BAND OF CHOCTAW INDIANS

Ages: All

There are several options for an exciting program on the Mississippi Band of Choctaw Indians. Call (601) 656-5251 and ask for their Cultural Affairs Office to make arrangements for a program. They provide a variety of programs. Speak with Patrick Dan or Thallis Lewis to get specifics on programs offered and costs. Cost vary with distance traveled and type of program provided. These programs will have to be scheduled before July (their annual Choctaw Indian Fair is scheduled for this month).

There are two videos available from the Choctaw Museum of the Southern Indian. So Rough It Is Called the "Little Brother of War" and "A Choctaw Trilogy" that includes *Choctaw Story* (an over view of the tribe), *Work of Our Hands* (making baskets of cane and wood, and a drum), and *Stories from the Red Clay Hills (*includes several Choctaw elders comparing yesterday and today on the reservation in Mississippi). The videos are less than $30.00 each. For information on the videos and other items in the museum store, access their website at **http://allcatalogs.com/choctaw**.

Access the Mississippi Band of Choctaw Indians website at **http://www.choctaw.org** to locate all types of information on Mississippi's native Americans.

To enhance a live program, video program, or to develop a program of your own, use information and games found in Choctaw-English Words Activity Booklet by Thallis Lewis found in the appendix of this manual. The Choctaw Cultural Affairs Office, Mississippi, granted permission for this booklet to be reproduced.

MISSISSIPPI MUSIC

Ages: All

Mississippi has a rich musical heritage. Elvis Presley, B.B. King, Leontyne Price, Charley Pride, Jimmie Rodgers, Muddy Waters, and many more are not only well known in Mississippi but have a strong following across the country and around the world. Recruit high school students to demonstrate the many kinds of music that make up the state's musical past and present – blues, jazz, rock and roll, country, gospel. Some of the students could demonstrate the different instruments and the variety of sounds each instrument is capable of making (i.e. classical guitar is far different than country or rock guitar)

MISSISSIPPI OLYMPICS

Ages: 6 - 12

Recruit volunteers to assist you with this outdoor activity. Make ribbons (blue, red, and white) to award winners. Local businesses may be willing to provide refreshments.

Nature Guessing Game. One or more touch-and-feel boxes or pouches are needed. Children reach in and without looking guess what it is they feel. Among the objects included might be pine cones, a piece of rabbit skin, nuts, seashells, pine needles, bark, moss, pod of okra, cotton boll, and a sweet gum ball.

Pine Cone Toss. Throw pine cones at a target, perhaps a cardboard tree with holes in it, or simply measure to find out who can throw the pine cones the furthest.

Frog Jump. Bounce frog balls into a plastic swimming pool where floating plastic bowls represent lily pads. Assign more points for landing on a pad than in the water. Frog balls are rubber balls with feet that are available through the Oriental Trading Company.

Rabbit Hole Golf. Make golf balls out of newspaper, wind masking tape around them. Putt the balls into empty one-gallon milk bottles, each with a large rabbit hole cut in it.

The Bear Went Over the Mountain. Toss teddy bears over a refrigerator box decorated to look like a mountain. Assign more points if the bear lands in a container on the opposite side than on the ground.

Go Fish. Children can walk a pier (a long board) and catch fish with a magnet attached to the end of a line. Put poster board fish with paper clips attached on the floor. Paint number of points each fish is worth on the fish. Or set up a traditional fish pond game.

Big Wind. Blow or fan feathers along the floor for 12 feet or another specific distance.

Egg 'n' Nest. Throw plastic eggs into craft straw nests for points.

Deer Head Ring Toss. Borrow a toy deer or a set of deer antlers and toss rings at the antlers for points.

Varmint Fling. Throw bean bags at plush toy varmints in a cardboard tree and try to knock them out of the tree.

Straighten the Mississippi River. Hold a tug of war with a rope representing the crooked Mississippi River.

Cornbread Toss. Small black iron skillets and baked cornbread are needed for this activity. This skill requires participants to toss the cake of cornbread from the skillet into the air and catch it back into the skillet.

Note: Some of these activities could also be used in the "Come to the Fair" program.

(Most activities with permission from the Wisconsin Department of Public Instruction)

QUILT MAKING

Ages: 7 - 12

Quilt making was a necessity and an art in early Mississippi. Quilts were needed for warmth during cold Mississippi nights in days before central heat and many homes had cracks in the walls. The women of the house used scraps from old dresses to create works of art that are prized possessions today. Invite a quilter from your area to demonstrate the art of quilt-making. Give each child an eight inch square of unbleached domestic. Allow the children to create a design that reminds them of something in the local community or the state. Recruit a senior citizen's group to sew the squares together and quilt the art work of the children. Hang the finished product in the library. Later the Friends of the Library might want to sell the quilt as a fundraising project.

STORYTELLING

Ages: All

During the early days of Mississippi, libraries were rare and very few people had collections of books in their homes. To pass the time at night and on cold winter days, storytelling was a popular past time. Stories were passed down from generation to generation to keep family history alive. Invite a community storyteller to present a program or tell a variety of stories yourself. You may want to explore some old newspapers to find stories with a local flavor. Senior citizens are also an excellent resource for stories of life in the "good old days."

Invite senior citizens to come and dialogue about life during the "good old days." Have a list of questions prepared to get the program started. If possible you may want to have a representative who grew up in the country and a second one that grew up in a town. They may want to touch on what things cost then as compared to now.

Display common items from the past that have been replaced by modern conveniences. For example: Clothes pins, egg beaters, potato mashers, washboards, treadle sewing machine (if you can get it), butter mold, butter churn, kerosene lamp, horn book, slate and slate pencil, pen and ink, player piano roll, paper fan, shaving brush and mug, milk bottle, button shoe hook, slide rule, old records (45 and/or 78 rpm), bed warmer, brick wrapped in an old cloth (a homemade bed warmer when the brick was warmed), old fans, etc. Allow the children to ask questions. Let the children draw pictures about some of the things they heard. Display the art work in the library.

Other suggestions: (1) If your library has an oral history collection play some of the tapes in your program. (2) Encourage the children to share what they think they will tell their children and grandchildren about their childhood.

For refreshments seek volunteers from the community to serve homemade bread and butter. For a good old-fashioned drink serve fresh squeezed lemonade.

THEREBY HANGS A TALE

Ages: 6 - 12

Tall Tales are part of our literary heritage. Our folk heroes include fictional as well as historical characters – Pecos Bill, Paul Bunyan, Johnny Appleseed, Davy Crockett, John Henry, Casey Jones, and others. Within families we have our own tall tales of the exploits of our ancestors. Read or tell one or two tall tales about an American folk hero.

Cohn, Amy L.	From Sea to Shining Sea: A Treasury of American Folktales and Folk Songs. (All ages)
Fleischman, Sid	Here Comes McBroom: Three Tall Tales. Grades 4-7
Kellogg, Steven.	Paul Bunyan. All ages
Osborne, Mary Page	American Tall Tales. Grades 4-7
San Souci, Robert D.	Larger than Life: The Adventures of American Legendary Heroes. Grades 4-7

Have the children draw pictures of the folk hero read about. Invite one or two children to tell there own tall tales. Some children may prefer to write tall tales. Be flexible. If a child writes a tale, encourage him/her to bring it in the next week. Post efforts of the children in the library for others to see.

WHO AM I?

Ages: 6-12

Have a program where children come dressed as their favorite Mississippians. Allow each child to tell about the person he/she chose and why that particular person was chosen. Take pictures and do a story for the newspaper. Develop categories and award prizes (ribbons, medals, etc.) to the many winners.

ADDITIONAL PROGRAM IDEAS USING OUTSIDE RESOURCES

Bears

Ages: All

Mississippi is known for the fact that President Theodore Roosevelt, the famous "Teddy," himself, hunted bear in our state. But very few realize that there are still black bear in habitation in Mississippi. For information on programs about bears, contact the Mississippi Department of Wildlife, Fisheries, and Parks; 2906 North State Street, Jackson, MS 39205-0451. Telephone – (601) 362-9212. As part of the program you may want to read or tell the story, Holt and the Teddy Bear by Jim McCafferty. Use games and crafts found in other sections of the manual to enhance this program. Refreshments: Gummy Bears

Bees

Ages: All

The honey bee is Mississippi's state insect. Invite a local honey beekeeper to come and talk about this fascinating hobby or vocation. Use the resources found in the appendix and crafts section to supplement your program. You may also want to access the National Honey Board's website – **www.nhb.org** – to obtain additional information and activities to supplement this program.

Magic Show That Emphasizes Reading

Ages: All

Contact: Joseph and Shirley Harris, Telephone: (601) 425-3324, e-mail address: jharris@c-gate.net. Area: Mainly south of I-20. May be able to do a few libraries in the northern part of the state. Ages: pre-school through 12 years old. Cost: $100 plus mileage. Length of program: About 30 minutes. Call for details.

Mississippi Library for the Blind and Physically Handicapped

Ages: 6 - 12

Contact Rahye Puckett, Telephone: (601) 354-7208, E-mail: rahye@mlc.lib.ms.us . This program will show children how those who can not use conventional print read. If you have someone in your community who uses a guide dog you may want to ask them to be a part of the program. Call soon if you want this program. Their schedule could fill up fast.

Multi-Cultural Programs

Ages: Depends on program planned

Mississippi's population is becoming more diversified. Recruit citizens from the African-American, Hispanic, Indian, Vietnamese, Chinese, and other cultures to present programs in your library. These programs will vary according to the different cultures living in your community. For example, for a Hispanic program you might want to have a pinata activity. Multi-cultural programs present the perfect opportunity for recruiting new library patrons from the various populations living in your service area.

Natural Learning - Mary Jo Ayres

Ages: Depends on program planned.

Contact Ms. Ayers for programs offered and for program cost. Telephone: (601) 686-9691. You may visit her website, too – **www.naturallearning.com.**

Snakes and Other Reptiles

Ages: All

Terry Vandeventer's Living Reptile Museum - Education Productions: Contact: Terry Vandeventer. Living Reptile Museum, P.O. Box 720158, Jackson, MS 39272. Telephone -- (601) 371-7414. Fax – (601) 371-3271. (Area: Statewide) (Contact him for the cost)

Twenty-three years of presenting wildlife presentations to schools, libraries, civic organizations, summer camps, and wildlife/sportsman shows. Live specimens are presented in a dignified and above-board manner, and are always under complete control of the handler.

Websites for Summer Library Program
and
Other Times of the Year

Explore the World Wide Web for craft, game, and program ideas to enhance the activities in your library this summer. Many of the sites listed below relate to the 1999 Summer Library Program theme - **"Mississippi Magic."** Other sites provide links to information and activities that will prove useful throughout the year. **NOTE: Addresses for websites are constantly changing. All of the following sites were active when this list was prepared.**

American from the Great Depression to World War II, Photographs from the FSA [Farm Security Administration] - Owl [Office of War Information Collection].

http://lcweb2.loc.gov/ammem/fsowhome.html

Black and white and color photographs depicting rural life and the impact of the Great Depression and the mobilization effort for World War II. Access to over 55,000 photographs showing Americans from all parts of the country. The collection is indexed by state.

Bert's Best Sites for Children

http://db.cochran.com/li_toc:theoPage.db

Includes several just-for-fun categories including activity centers, comics, sports, craft recipes, etc. – links to sites that have coloring pages and games (jump rope rhymes and games that have been favorites of children for generations). This is a kid-friendly site.

The Children's Literature Web Guide - Internet Resources Related to Books for Children and Young Adults

http://www.acs.ucalgary.ca/~dkbrown

This site originates in Canada and is the most comprehensive of sources dealing with children's literature.

Governor of Mississippi Home Page

www.govoff.state.ms.us

A site rich in information about Mississippi. There is even a "Kids Page" with a reading list, information on state symbols, games, and coloring sheets.

The Librarian's Guide To Cyberspace for Parents & Kids (from the American Library Association)

http:www.ala.org/parentspage/greatsites/50.html

These sites are recommended to parents of preschool and elementary age children by librarians who work with the Internet. Many of the sites will prove beneficial in planning activities around the **"Mississippi Magic"** theme.

Library of Congress
http://www.loc.gov
Don't forget the Library of Congress information including features like "Today in History," which will give fun facts for special days, and "The Learning Page."

Mississippi Department of Marine Resources
http://www2.datasync.com/dmr
This site has a Kids' Page that includes a coastal coloring book.

Mississippi Department of Wildlife, Fisheries, and Parks
www.mdwfp.state.ms.us/museum
Activity sheets, coloring sheets details on how to borrow nature kits (contain information and activities for grades 3 - 12), videos, and films at no charge except for return postage.

National Honey Board
www.nhb.org
Kids' Page has many reproducible activities for children

Natural Learning - Mary Jo Ayres
www.naturallearning.com
Fingerplays, at least one for each letter of the alphabet, links to other related sites, information on workshops, products, etc.

Official Site of Jim Henson's Muppets
www.muppets.com
Online fun, games, and activities + profiles of all the Muppets.

Talk About the South
http://www.avsia.com/scav
A site rich in information relating to life in the South with many excellent links to sites relating to Mississippi . Links to sites about Mississippi are found here, too. Other items include: *A Southern Glossary*, no bake recipes (many candy and cookie goodies), one link leads one to *The Original (unofficial) Elvis Home Page*.

Web Sites in Mississippi (Sponsored and maintained by Mississippi State University)
http://msuinfo.ur.msstate.edu/ms-websites
Links to many Mississippi sites - government agencies, commercial organizations, communities, schools, miscellaneous, etc. Especially click on miscellaneous of great sites to aid you in your summer library program activities.

Additional Resources for "Mississippi Magic" Activities

The resources listed below offer various services which may include resource people who actually will conduct workshops. Some may offer materials such as coloring pages that can be reproduced or entire packets of information.

Bureau of Land Management
Jackson District Office, Public Affairs
411 Briarwood Dr., Suite 404
Jackson, MS 39206
601-977-5400

Dept. of Marine Resources
2620 Biloxi Blvd.
Biloxi, MS 39531
228-385-5860

Georgia Pacific
Public Relations Office
P.O. Box 555
Taylorsville, MS 39168
601-785-4792

Gulf Coast Research Lab
J.L. Scot Marine Education Center
703 East Beach Drive
Ocean Springs, MS 39564-7000
228-374-5550

Gulf Islands National Seashore
3500 Park Road
Ocean Springs, MS 39564
228-875-9057

Gulf of Mexico Program
Bldg. 1200 Room 103
Stennis Space Center, MS 39529
Attn: Belinda Duke

Mississippi Chemical Corporation
Corporate Communications
P.O. Box 388
Yazoo City, MS 39194
601-746-4131

Mississippi Cooperative Extension Service
P.O. Box 9640
Mississippi State, MS 39762
601-325-3152
Felder Rushing (in Jackson)
601-372-4651

Mississippi Department of Agriculture & Commerce
Marketing Department
P.O. Box 1609
Jackson, MS 39215-1609
601-354-7097

Mississippi Dept. of Environmental Quality
Public Information Office
P.O. Box 20385
Jackson, MS 39289-1305
601-961-5015

Mississippi Dept. of Wildlife, Fisheries, & Parks
2906 N. State Street
Jackson, MS 39205-0451
601-362-9212

Mississippi Falconer's Association
Randy Spencer
P.O. Box 451
Jackson, MS 39205
601-364-2216

Mississippi Forestry Commission
Information & Education or Project Learning Tree
301 North Lamar St.
Jackson, MS 39201
601-359-1386

Mississippi Museum of Natural Science
111 North Jefferson Street
Jackson, MS 39202-2897
601-354-7303

Mississippi Power & Light Company
Community Relations
P.O. Box 1640
Jackson, MS 39215-1640
601-969-2327

Mississippi Power Company
Corporate Communications Dept.
P.O. Box 4079
Gulfport, MS 39502-9986
601-864-1211

Mississippi Soil & Water Conservation Commission
P.O. Box 23005
Jackson, MS 39225-3005
601-359-1281

Mississippi Wildlife Federation
P.O. Box 1814
Jackson, MS 39215-1814
601-353-6922

National Park Service
Natchez Trace Parkway
Route 5, NT-143
Tupelo, MS 38801
601-842-1572

U.S. Fish and Wildlife Service
6578 Dogwood View Pkwy.
Jackson, MS 39213
601-965-4900

Wildlife Rescue and Rehabilitation
P.O. Box 4267
Jackson, MS 39296
601-956-4792

ADDITIONAL HINTS FOR SUCCESSFUL PROGRAMMING

- Check with your local newspaper publisher to see if there are left over ends of newsprint that can be given to your library or allow you to have at a nominal cost.
- Ask the community to donate used computer paper.
- After a major holiday, check at any store selling greeting cards to see if they will give you the envelopes from holiday cards they are returning to the manufacturer. The company often requires return of the cards not the envelopes. Stores often just throw these useful items away.
- Check with print shops to see if they will give you paper scraps from their printing jobs. This is an excellent source of paper of various colors and textures.
- Check with home decorating stores for sample wallpaper books that have been superseded.
- Lumber companies, building suppliers, and furniture makers may be willing to give wood scraps in various shapes and sizes.
- Decide how long your program will last, when registration will begin and end, when the program itself will end.
- If possible, try to plan your programs so that they will not conflict with major community events.
- Make your program flexible enough so that all children who want to participate will be able to without feeling intimidated. Try to include children that are physically and/or mentally challenged.
- Don't forget to use your imagination and that of your coworkers. Brainstorm - often an idea that seems preposterous can be adapted and result in a successful program.
- Although you want to encourage children to read good literature -- allow children to choose books on a variety of topics and reading levels.
- Coordinate outside resource programs so that you can make the best use of special speakers and program presenters. You may be able to work with another public library system in your area in obtaining an outside resource person enabling both systems to reduce cost.
- If visiting all the schools in your community is not feasible, consider making video tapes to send to the schools.

- Keep other library staff members informed of what programs and activities are taking place. If for no other reason than keeping the staff informed, it will not always be possible for you to be available to answer inquires from the public.

- Get the word out about the summer library program activities by all means available (.i.e., radio, television, posters in businesses, word of mouth, visits to schools, daycare centers, and Head Start, and displays and announcements posted in the library).

- Have an alternative plan in case bad weather or unforeseen events occur.

- All children are subject to peer pressure; use it effectively. Allow children to recommend books to others. This can be accomplished in several ways. (1) Post recommendations on a bulletin board, (2) Compile a notebook of recommended titles for the children to look through, or a newspaper article about books recommended by the summer library program participates.

ACTIVITIES, GAMES, AND COLORING SHEETS

ACTIVITIES

CONTESTS

Reading and Rocking

Reading and Rocking - have a reading and rocking marathon. See how long you can keep a rocking chair going with a patron reading and rocking. Draw participants from adult, young adult patrons as well as the children. You might want to use mothers or dads reading to their children, too. Have a sign up sheet. Fill in with walk in patrons. Use any means to keep the marathon going. Hold the marathon during library hours only (unless you want to keep the library open all night). Of course, you will want to get the media involved.

How Many Butterbeans, Black-eyed Peas, or Sea Shells in the Jar

Fill a jar with peas, butterbeans or a combination of both or sea shells. If you use a combination of peas and butterbeans, you may want to make it a three part contest -- guess the number of peas, the number of butterbeans, and the grand total of both. Allow the children to guess the number in the jar. Set up the contest guidelines to best suit the local library's situation.

Tall-tale Mississippi Contest

Mississippi has only one tall-tale hero - Casey Jones. Have a contest for the children to invent other tall-tale heroes. Have them make up a story about a Mississippi character that is bigger than life. Examples of possible situations: a traveler on the Trace, an early settler of the local community, a pirate that explored the Gulf Coast, a Native American who lived in the area before any European explorers arrived, a modern day character, etc. Allow the children to use their imaginations. Start the contest at the beginning of the Summer Library Program. Set a word limit and other guidelines you want to set locally. Publish the winning stories in the local newspaper and display others in the library. Award prizes to winning stories.

My Favorite Mississippian Contest

Mississippi has many famous people from the past and the present. There are sports heroes; famous authors, artists, and musicians; politicians and civil rights leaders; physicians and scientists; and then there are many unsung heroes. Allow the children to choose the special person they want to write about. Set guidelines that best suit the local community. Award prizes and publish winners in the

local newspaper. Display other essays in the library or in other community areas (grocery stores, banks, etc.)

***Most Beautiful Pet in __(your community)__ Contest**

This contest allows the children and other library patrons to participate in a summer library program activity that benefits animals not as fortunate as their own pets. The local animal shelter is the beneficiary of this contest.

Establish guidelines for the contest that include a closing date for submitting photographs. The summer library program participants submit pictures of their pets. The pictures are posted in the library and numbered to facilitate voting. Design ballots – you may want to have several categories (short-haired cat, long-haired cat, big dog, small dog, etc.) Allow one or two weeks for voting. Anyone that contributes a bag or can of pet food is allowed to vote to determine the most beautiful pet. On the day the winners are announced, invite a representative from the animal shelter to present a short program and award ribbons to the winners. The pet food supplies are given to the animal shelter representative. Structure this activity to meet local needs.

Sweet Potato Vine Contest

Sweet potatoes are a popular food item in Mississippi, so have a sweet potato sprouting contest. Start rooting a sweet potato about three weeks before the beginning of the Summer Library Program. It should have roots and sprouts before the first week of the program. During the first two weeks of the program have the children guess how long the vines will be at the end of the program. If there is more than one vine growing from the potato measure all of the vines to get the total number of inches. Have them guess to the nearest half-inch. If there is more than one correct answer, have a drawing of the winning answers.

How to root a sweet potato: You will need a sweet potato, a quart jar, small pieces of charcoal, toothpicks, and water. Fill the jar almost to the top. Place three toothpicks equally spaced around the potato. Place the scarred end into the water. Place in a shady spot until the potato begins to root and sprout. Then move to a light sunny area. The potato should begin to sprout in several days to a few weeks. It would be a good idea to do at least two potatoes in case one does not sprout.

FINGER PLAYS AND ACTION RHYMES

Black Bear, Black Bear

Black bear, black bear
(Hold up fist)
Honey in the tree.
(Point upward)
Climb up and get some
(Make climbing motions)
For you and me.
(Point to group and self)
Keep a close watch
(Put hands over eyes and search right and left)
For an angry bee.
(Pointer finger moves around as you make a buzzing sound)

(From Pennsylvania Patchwork 1996 Program Guide)

Don't Be Bored (Sing to the tune of "I've Been Working on the Railroad.")

I've been sitting on these front steps
All the live-long day
I've been sitting on these front steps
Just to pass the time away;
You'd think I'd get up and do something,
Jump up—find things to do:
You'd think I'd get up and do something,
But I just don't have a clue.

I am walking to the library.
I am walking there today.
I am going to the library,
Just to pass the time away.
I might be lucky and find and find something
Interesting to do.
I might be lucky and find something
Good to read too.

Mississippi Magic
That's the summer reading theme.
Mississippi Magic

I'll be on the reading team.
Find a book I want to check out
One or two or three.
Find a book I want to take home.
Summer reading is for me!

(From [and slightly adapted] the Pennsylvania Patchwork 1996 Program Guide)

Don't Go Near the River (Cut and tell story)

Supplies: 4" x 11" white paper, scissors
Method: Tell story, follow directions for folding and cutting

Once upon a time there was a most contrary boy who NEVER did anything his parents told him to do. One day his mother said, "Son, I love you so much I want you to promise me not to go near the river." The boy promised but had his fingers crossed behind his back and the very next morning started out to visit the river.

(Hold up paper stip folded the long way)

He walked until he came to a puddle. His mother was always saying to keep out of puddles so he jumped into the puddle with both feet.

(Cut notch on fold 1/4 way from end - see figure 1)

With squishy shoes he walked toward the river. Soon he came to some low ridges. He walked down the hill and up the hill, down the hill and up the hill, down the hill and up the hill ----

(While saying this, cut notches in fold – see figure 2)

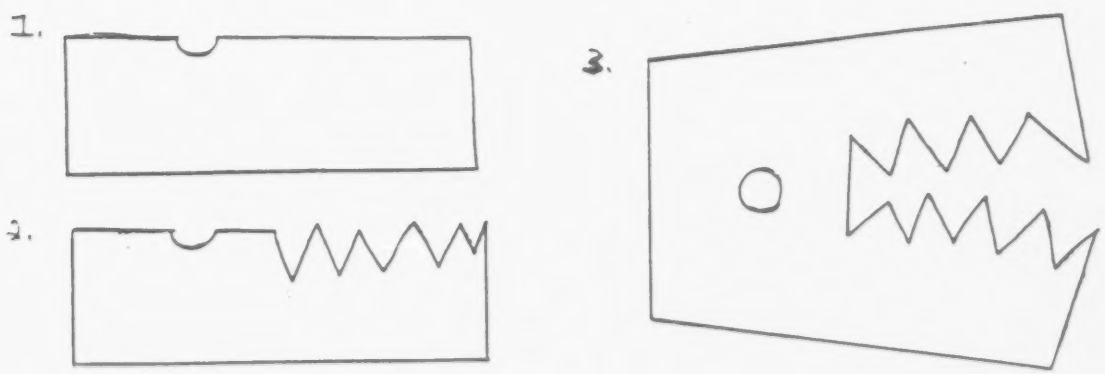
until at last he reached the river. He ran down and started splashing and singing, fooling around. Suddenly something came up behind him –

(Unfold paper and snap jaws - see figure 3)

it was an **alligator! "Eek!"** screamed the boy. Out of the river he ran - up and down, up and down over the hills, splashed through the puddles,

(Refold paper - trace route with finger)

and finally home. From then on he was a changed child. He cleaned his room, brushed his teeth, did his chores with being told, and always, always obeyed his parents because they knew what was best and wanted him to be safe.



(From READiscover Missouri, 1996 Planning Manual)

Five Foolish Possums

Five foolish possums swinging from a tree
(Dangle the five fingers of one hand.)
Along came an alligator, hungry as can be
(Snap thumb and index finger of other hand together jaws.)
One foolish possum shouted out with glee.
(Wag one finger.)
Hey, alligator, you can't catch... "GULP"!!!
(Fold one finger down as "jaws grab it)
Four foolish possums... and so on.

Five Little Chickens (Traditional)

Said the first little chicken,
With a queer little squirm,
"I wish I could find,
A big fat worm."

Said the second little chicken,
With an odd little shrug,
"I wish I could find,
A big fat slug."

Said the third little chicken,
With a little sharp squeal,
"I wish I could find,
Some nice cornmeal."

Said the fourth little chicken,
With a soft quiet moan,
"I wish I could find,
Some wee gravel stone."

"Now see here," said the mother
From the green garden patch,
"If you want your dinner,
Just come here and scratch."

Fuzzy Wuzzy Caterpillar

Mississippi has a state butterfly - the spicebush swallowtail. This fingerplay for the younger set is a fun activity for learning about the caterpillar and the butterfly.

Fuzzy Wuzzy Caterpillar	(Bend and wiggle forefinger along as a caterpillar moving)
Into a corner will creep	(Cup left hand and move finger into it)
He'll spin himself a blanket	(Move finger in a circle in the air)
And then go fast asleep.	(Place palms together and position beside head)
Fuzzy Wuzzy Caterpillar	(Bend and wiggle forefinger along as a caterpillar)
Wakes up by and by	(Yawn and stretch arms)
To find he has wings of beauty	(Spread arms and flap as wings)
Changed to a butterfly.	

Little Possum Finger Play

Five little possums
Playing out of doors.
One went home and
Then there were four.

Four little possums
Sitting in a tree.
One fell out and
Then there were three.

Three little possums
Heard a cow's moo.
One ran away and
Then there were two.

Two little possums
Were having lots of fun.
One went to sleep and
Then there was one.

One little possum
Standing all alone
He was tired, too
So, he went home.

Possum See, Possum Do

Use the following rhyme as play this Mississippi animal version of "Follow the Leader."

Possum see, possum do
Possum grins when he looks at you.
Possum see, possum do
Possum (insert actions - i.e., hops, flies, turns around, etc.) when he looks at you.
Possum see, possum do
Possum waves good-bye to you. (last action)

Night Comes to the Farm

The setting sun fills the air with bright orange light.
Robins in their nests rest from a long day's flight.
Ducks and geese rest with heads tucked under their wings,
As ducklings and goslings dream of simple things.
Hens with their chicks settle down in soft new hay,
Waiting for the dawn to announce a new day.
A old owl makes his nightly hooty hoot calls,
While cows and calves stand quietly in their stalls.
Horses and their colts in the green meadow graze,
As pigs and piglets in their muddy pen laze.
The land is quiet, even the lambs and sheep.
Shhh! All the farm animals are now asleep.

My Aunt Came Back

This is an echo rhyme and a mirror rhyme; the audience repeats each line after the leader and mirrors the leader's action. Each motion, once started, is continued after the next one is added. The cumulative effect with delight all. This rhyme was adapted for Mississippi from one found in the Pennsylvania Patchwork 1996 Program Guide.

My aunt came back	(echo)
From the county fair	(echo)
And she brought to me	(echo)
A rocking chair.	(echo and mirror actions)
(rock back and forth)	
My aunt came back	(echo)
From Pontotoc	(echo)
And brought to me	(echo)
A ticking clock.	(echo and mirror actions)
(move head back and forth)	
My aunt came back	(echo)
From Mendenhall	(echo)
And brought to me	(echo)
A basketball ball.	(echo and mirror actions)
(act like you are dribbling a ball)	
My aunt came back	(echo)
From Vicksburg too	(echo)
And brought to me	(echo)
A pickle to chew.	(echo and mirror actions)
(pucker and make chewing motions)	
My aunt came back	(echo)
From the Jackson Zoo	(echo)
And brought to me	(echo)
Some nuts like you!	(echo and mirror actions)
(point to audience)	

One Day Bobby Went Fishing

This activity will encourage group participation and allow children who are usually reluctant to take part an opportunity to join in. The leader recites the line and performs the associated motion. The children repeat the line and motion.

Leader: One day Bobby went fishing
Children: One day Bobby went fishing

Leader: First he dug some worms
Children: First he dug some worms
(Pretend to dig worms)

Leader: And put them in a can
Children: And put them in a can.
(Pretend to put worms in a can)

Leader: With pole and worms
Children: With pole and worms
(Pretend to place pole over shoulder and carry worm can)

Leader: He walked to the pond
Children: He walked to the pond
(Pretend to walk, remember to keep pole over shoulder and worm can in hand)

Leader: At the pond he baited his hook.
Children: At the pond he baited his hook.
(Pretend to bait hook -- make an awful face for after all baiting a hook is messy business)

Leader: He put his hook in the water and waited.
Children: He put his hook in the water and waited.
(Pretend to pull hook in water and wait)

Leader: He fished all afternoon.
Children: He fished all afternoon.
(Pretend to continue fishing by pulling pole in taking fish off, baiting hook, etc.)

Leader: How many fish did he catch?
Children: How many fish did he catch?
(Shrug shoulders and hold hands out with palms up)

Leader: He caught just five.
Children: He caught just five
(Hold up five fingers of one hand)

The Wheels on the Train (to the tune of "The Wheels on the Bus")

The wheels on the train go round and round
Round and round, round and round
The wheels on the train go round and round
All across the land.

Hold hands in front of you and make a circular motion)

The wheels on the track go click, clack, clack
Click, clack, clack, click, clack, clack
The wheels on the track go click, clack, clack
All across the land.

(Snap fingers)

The whistle on the train goes toot, toot, toot
Toot, toot, toot, toot, toot, toot
The whistle on the train goes toot, toot, toot
All across the land.

(Make a fist with one hand and move arm up and down as if you are blowing the whistle)

The conductor on the train says, "Get on board"
"Get on board, get on board"
The conductor on the train says. "Get on board"
All across the land.

(Make a waving motion as if you are waving people on board the train)

The people on the train go back and forth
Back and forth, back and forth
The people on the train go back and forth
All across the land.

(Sway your body back and forth as if you were riding on a train)

OTHER ACTIVITIES

Community Art Activity

This is a take-home activity. Give each child that wants to participate a postcard from the U.S. Postal Service addressed to the library. Tell them to take the card home and draw a picture (local landmark, local government official, local celebrity, etc.) on the message side. Remind the child to put his/her return address on the address side before mailing the postcard to the library. Display returned postcards in the library so all patrons might enjoy the children's work. (Your local Friends of the Library group might be able to assist you in the expense of this project)

A Book About Me

This activity encourages child to learn more about themselves. Display the children's work in a display case or put their essays in a notebook for the community to see. Give them a copy of the family tree page (found in the appendix) to complete and add to their essay. Give each child a copy of the following suggestion sheet to trigger ideas for what to include in their BOOK ABOUT ME. (With permission from Tennessee State Library and Archives - Celebrate 200: Read Across Tennessee: 1996 Bicentennial Tennessee Summer Reading Program Manual)

A BOOK ABOUT ME

START WITH A PICTURE OF ME

- Information about when I was a baby
- When I was born, where, the house we lived in

SOME THINGS I REMEMBER ABOUT BEING LITTLE

- A list of favorite things
- Books I like to read
- My favorite pet
- The games I liked best
- The first day of school
- The first time I went swimming

ABOUT MY FAMILY

- Stories about my father, my mother, my brothers, and sisters
- My favorite family stories
- My favorite relatives
- My pets
- Something about my ancestors
- Something about by first ancestor who came to America

THINGS THAT MAKE ME UNIQUE

- My friends
- Trips I have taken
- My first airplane ride
- The scariest thing that ever happened to me
- My most embarrassing moment
- Celebrations I have attended

DREAMS I HAVE FOR THE FUTURE

- One thing that I have always wanted to do
- I want to be a _____ when I grow up

Great Mississippi Map Rally

Road rallies are trips made by car over an unknown route with directions provided by clues at various stages of the trip. You do not have to drive to experience the fun and excitement of a Road Rally. All you need is a highway map and a set of clues. The map rally can be designed as a parent-child or team activity. It features basic map reading and directional skills, basic research skills, and knowledge of Mississippi history. Have fun finding the answers to the clues and exploring the many wonders of Mississippi.

Phase 1

1. The participants for the Great Mississippi Map Rally will begin in Mississippi's capital city at the intersection of Capital Street and State Street in front of the building that was once the center of state government and is now a museum dedicated to Mississippi history. Name this city and the building _____

2. Proceed south on State Street and enter Interstate 20 heading westbound. Travel 29 miles west. The Biedenharm Candy Company located in this city was the site where Coca-Cola was first bottled in 1894. What City are you visiting? _____.

3. Turning south on U.S. Highway 61 which follows the Mississippi River, travel 26 miles to the intersection of U.S. Highway 61 and Walnut Street. Turn right on Walnut Street. Follow this road until you see a large military park that highlights an important battle of the Civil War and an extinct town. Name this military park. _____.

4. Retrace this route along Mississippi Highway 18 returning to U.S. Highway 61. Turn right on U.S. Highway 61 in the town that was described by Ulysses S. Grant as "too beautiful to burn." The first Presbyterian Church which features a unique steeple will be visible on the left side of the street. Name the town and the object on top of the steeple of the church. _____
_____

5. Continue along U.S. Highway 61 for 37 miles. On the right is Jefferson College. Aaron Burr, former Vice-President of the United States, was arraigned for treason under the large oak trees here. The community was also the site of the territorial capital of Mississippi. Name this town.
_____

6. After a tour of Jefferson College, return to U.S. Highway 61 and travel 7 miles until you enter the city that attracts millions of visitors to view the antebellum homes. One of these is the largest octagonal house in the United States. Give the name of the home and the city where it is located.
_____

7. Returning to the present day, locate U.S. Highway 98 and travel east following this highway for 109 miles. Stop for a visit in the town that was the birthplace of the National Football League's All-time Rushing Champion Walter Payton. Which south Mississippi town holds this claim?
_____

8. Turn right on Mississippi Highway 13 and travel 32 miles to the intersection with Interstate 59. Proceed south on Interstate 59 for 41 miles. Turn off the Interstate at the Nicholson exit and turn left on to Mississippi Highway 607 proceeding in a southeasterly direction until the gates of the National Aeronautics and Space Administration Facility are visible. At this site the engines of the Space Shuttles are tested. Name this NASA facility. _____

9. After leaving the NASA facility, continue along Mississippi Highway 607 until it connects with U.S. Highway east bound along the Mississippi Gulf Coast. Travel for 45 miles along U.S. Highway 90 and the beaches of the Gulf Coast until you reach the final home of Jefferson Davis, the only president of the Confederate States of America. What is the name of this house and the city where it is located? _____

10. After the tour, proceed to the pier on the south side of U.S. Highway 90. Board one of the excursion boats for a brief 12 mile trip to Fort Massachusetts. On what island is the fort located?
_____

CONGRATULATIONS! You have successfully completed Phase 1 of the Great Mississippi Map Rally.

Great Mississippi Map Rally

Road rallies are trips made by car over an unknown route with directions provided by clues at various stages of the trip. You do not have to drive to experience the fun and excitement of a Road Rally. All you need is a highway map and a set of clues. The map rally can be designed as a parent-child or team activity. It features basic map reading and directional skills, basic research skills, and knowledge of Mississippi history. Have fun finding the answers to the clues and exploring the many wonders of Mississippi.

Phase 2

1. This phase of the Great Mississippi Map Rally will begin at the museum that depicts the history of two of Mississippi's leading industries. The museum is located on Mississippi Highway 25 in the city that was once called Chimneyville. Name the museum and city where it is located.

   _____

2. Upon leaving the starting point, turn left on to Mississippi Highway 25 traveling east for 10 miles. Turn right on to Mississippi Highway 475 heading south for 9 miles until this route intersects with Interstate 20. Enter Interstate 20 Eastbound and travel 80 miles. Entering "The Queen City" proceed to Highland Park where you can ride on a menagerie carousel built by Gustav Dentzle of Philadelphia, Pennsylvania between 1892 and 1899. In what city is this famous carousel located? _____

3. Returning to Interstate 20, continue traveling east for 4 miles. Exit the interstate on U.S. Highway 45 North and travel for 84 miles. When Highway 45 intersects with U.S. Highway 82, turn east and proceed for 14 miles. In 1866, local women decorated the graves of Confederate and Union soldiers. This first Decoration Day evolved into a national holiday. Name the holiday and the city where it began. _____

   _____

4. Proceed north on U.S. Highway 45 traveling 5 miles. Turn left on to Mississippi Highway 50 traveling in a northwesterly direction for 14 miles. The Flexible Flyer has been described as the best of its kind and it is only manufactured in Mississippi. What is the Flexible Flyer and where is it manufactured? _____

5. Leaving the winter toy behind, head north on U.S. Highway Alternate 45. Travel 37 miles to Shannon where U.S. Highway 45 and U.S. Highway Alternate 45 join. Proceed north for 10 miles. Visitors to this city may tour the birthplace of Elvis Presley, the King of Rock and Roll. Name the city. _____

6. Return to the rally traveling west on Mississippi Highway 6 for 52 miles. Visit Rowan Oak, the home of a Noble Prize winning author. Who is this famous author and where is his home located? _____

7. Leaving Rowan Oak continue toward the west on Mississippi Highway 6. Travel 60 miles until Mississippi Highway 6 intersects with U.S. Highway 61 west of Lyon. Turn left on to U.S. Highway61 and proceed 2 miles. Here U.S. Highway is described as the "Main Street" of the Mississippi Delta. Visit the museum that honors the history of Blues. Give the name of the Museum and the Delta city where it is located. _____

_____

8. Return to U.S. Highway 61 as it weaves through the Delta and follows the Mississippi River for 64 miles. In Leland where U.S. Highway 61 and U.S. Highway 82 intersect, turn west toward the Mississippi River and travel 10 additional miles. This river city is near the hometown (Leland) of the creator of the Muppets. Who created the Muppets and what is the name of this river city? _____

9. Follow U.S. Highway 82 eastward through the Delta for 52 miles. A Mississippi State Park that features a "living history" recreation of a cotton plantation is located two miles west of this city. Name the State Park and the city. _____

10. Continue east along U.S. Highway 82 for 22 miles until it intersects with Interstate 55. Enter Interstate 55 South and proceed for 73 miles. Exit the Interstate at Canton and turn west on Mississippi Highway 22 traveling for 16 miles. At Flora turn south on U.S. Highway 49 for a distance of 2 miles. Visit a forest featuring trees made of stone that are 36 to 38 million years old. Name the forest made of stone.

HOORAY, HOORAY! Phase 2 of the Great Mississippi Map Rally has been completed. You are a winner! If you are really brave use the resources in your public library to develop a Phase 3 of the Great Mississippi Map Rally.

ANSWER SHEET FOR THE GREAT MISSISSIPPI MAP RALLY

Phase 1

1. Jackson, The Old Capital Museum
2. Vicksburg
3. Grand Gulf Military Park
4. Port Gibson, Hand with finger pointing skyward
5. Washington
6. Longwood, Natchez
7. Columbia
8. Beauvoir
9. Ship Island

Phase 2

1. Mississippi Agriculture and Forestry Museum, Jackson
2. Meridian
3. Memorial Day, Columbus
4. A snow sled, West Point
5. Tupelo
6. William Faulkner, Oxford
7. Delta Blues Museum, Clarksdale
8. Greenville, Jim Henson
9. Florewood River Plantation
10. Mississippi Petrified Forest

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Newton, Carolyn and Coggin, Patricia H. Meet Mississippi. Strode Publishers, 1976.

Redd, Lorraine. Only in Mississippi: A Guide for the Adventurous Traveler. Quail Ridge Press, 1993.

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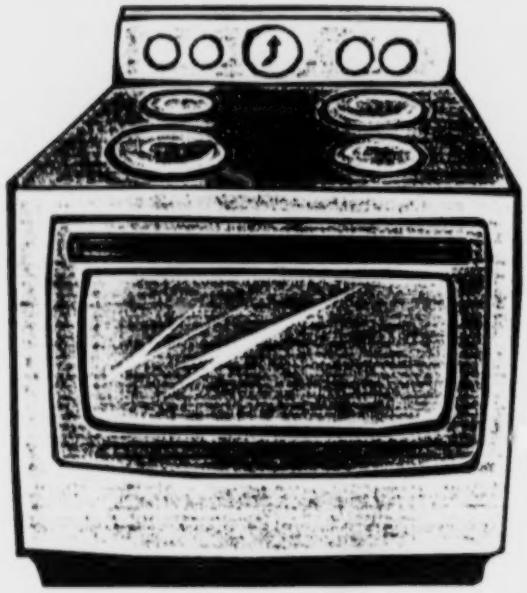
Summer Library Program Recipe Book

Compile a summer library program recipe book. Give it a name that relates to your community. Use the form on the following page to collect the recipes from the children. The simplest of recipes can hold special meaning for children. (Example: From the time she was big enough to eat "big people food," Ruth has like *Tuna Casserole"* - tuna fish, mushroom soup, and English peas. The reason, her great grandmother told her that her daddy liked to eat it when he was a little boy)



RECIPE COLLECTION FORM

Name of child _____

Name of person from whom recipe was collected _____

What is the relationship of this person to the student? _____

What is the name of this recipe? _____

About how long has the recipe been in your family _____

Give the name of the person who created the recipe, if it is known. _____

List the ingredients:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Tell how this recipe is made (If additional space is needed continue on back) _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Is this dish served with certain other foods? If yes, describe: _____

_____

Is this dish served at particular times of the year, such as holidays, birthdays, or celebrations? (If yes, describe: _____

_____

"Thank you" to Kentucky Summer Reading Program.

All Aboard

Location: Inside
Time: 15 minutes
Supplies: Chairs, Paper

Directions:
(Especially for pre-school to age 50) Arrange chairs in rows so they seem like seats in a train car. An adult will serve as conductor and children will be passengers. The conductor's seat will be in front of the passenger seats. Give each child a paper "ticket" and have them enter the train car. Once seated, the conductor will check all tickets and announce that the train will be leaving (name of your town) at (set a time) and will be arriving in (make up a destination) at (set a time). During the ride, the conductor will have children bounce in their seats to the rhythm of the train, lean left or lean right as the train negotiates curves, and lean way back or way forward as the train climbs and falls over hills. Children may make train sounds like the "chucka-chucka" of the old trains. By all means begin with the traditional "all aboard" greeting by the conductor and have children make the "woo-woo" of the train whistle. (With permission of the State Library of Iowa)

Bean Bag Games

Location: Open Space
Time: 20 Minutes

Supplies: Variation One: Masking Tape 3 Small Wastebaskets Four Bean Bags
Variation Two: Masking Tape or Chalk, 4 Bean Bags

Directions:
Variation One: Place a starting line on the floor 5 feet from the nearest wastebasket. Place the second wastebasket one foot beyond the first basket and the third basket one foot beyond the second basket. Label the first basket "15", the second basket "25" and the third basket "35". Each child tosses the bean bags into the baskets to obtain the best possible score.
Variation Two: Draw a grid on the floor (the grid may be drawn on poster paper.) Mark the grid in various sized portions and assign a point value to each section according to the difficulty of getting the bean bag to fall in that area. Indicate a starting line about six feet from the grid. Each child throws the bean bags one at a time at the grid to obtain the highest possible score.

Button, Button, Who's Got the Button

Location: Inside or outside
Time: 10 to 15 minutes
Supplies: Button or Other Small Object

Directions:
One child is chosen to be "It" and the remaining children pass or pretend to pass a button in any direction. "It" counts to one hundred and yells stop. At this point all children in the circle stop what they are doing. It has three chances to guess who has the button, if there are nine children playing, 4 chances if there are 12, etc. If "It" fails to guess who has the button, the child with the button becomes "It" and the process begins again.

Caterpillar Dance

Location: Inside or outside
Time: 10 to 15 minutes

Directions:
Divide the children into groups of four or six depending on the size of the group. Instruct them to stand single file and place their hands on the waist of the person in front of them. The "caterpillar" will move as each child lifts the right leg and steps forward. Then the children simultaneously lift the left leg and step forward. Repeat the movements. Play a portion from a nature recording that features bird songs and water babbling and watch as the "caterpillars" dance through the meadow

Charades

Location: Inside or Outside
Time: 20 or 30 Minutes

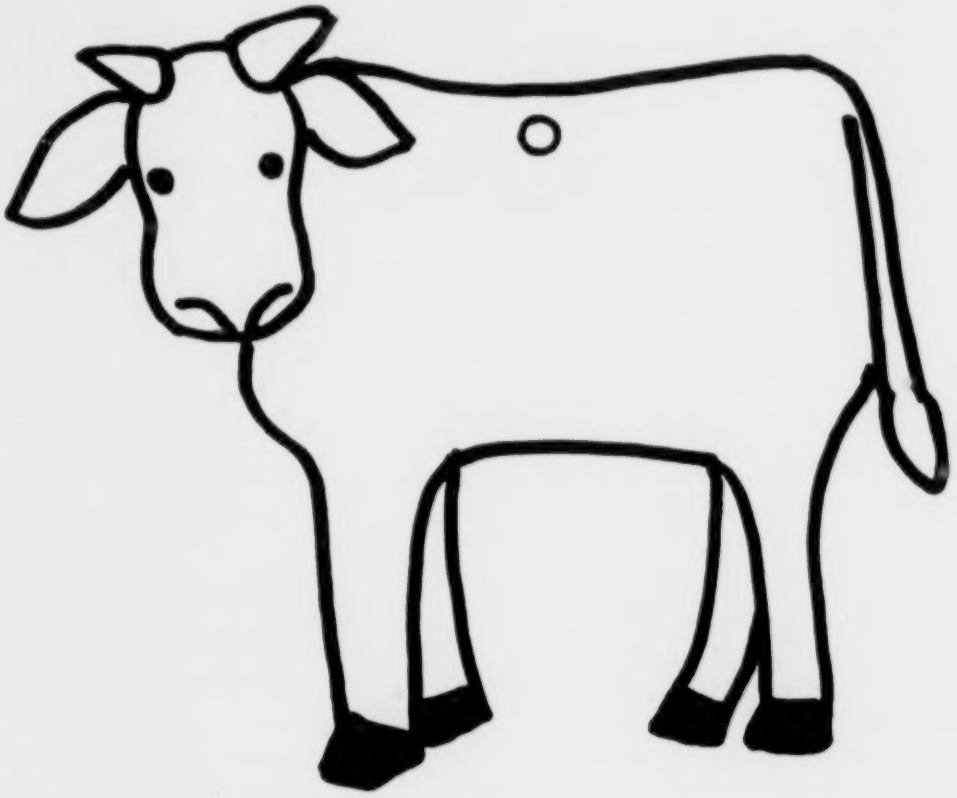
Directions:
Decide on a theme (i.e., animals, favorite book characters, famous people, Mississippi, etc.) Be prepared with suggestions for children to use if a child does not have an idea she/he wants to use. Announce the topic of the game and divide the children into two teams. Choose one team to begin the game. The children try to get the children on the other team to guess the animal, famous person, book title, etc., by acting out the subject as a whole or individual words of the subject. Set a time limit for each charade. The teams change places and the game begins again.

Cow Races

Location: Open area
Time: 20 to 30 minutes

Supplies: Cow patterns, Chairs, Yarn, Scissors

Directions:
Decide how many "racetracks" you want to have competing at the same time. Make each "racetrack" by tying a 3-foot piece of string of yarn to the leg of a chair. String the racing cow onto the yarn. Stretch out the yarn and position the cow along the string, furthest away for the chair leg. The cow's head should be pointed in the direction of the chair leg. Have each competing child stretch out the yarn, parallel to the ground and by alternately stretching and relaxing the hold on the yarn, and jiggling the string, the cow will inch forward towards the finish line. The faster the child pulls and releases on the string, the faster the cow will move. The first cow to cross the finish line wins that round of competition. You can have winners in different age categories or have a round robin with play-offs, until you have a single winner. This works best on carpet, but it is not necessary. (With permission of the State Library of Pennsylvania)



Drop the Clothespin

Location: Inside or Outside - small space
Time: 15 to 30 Minutes
Supplies: Quart Jar (Salad Dressing or Mayonnaise Style), Sturdy Chair, Five clothes pins

Directions:
Children will kneel in chair and drop the clothes pins one at a time attempting to get as many of the five clothes pins in the jar as possible. The top of the chair back will be used as a guide for dropping the pins. The child with the most pins in the jar wins. A play off may be necessary to determine a final winner.

Drop the Handkerchief

Location: Indoors or outdoors - need space
Time: 10 to 15 minutes
Supplies: Handkerchief or a Small Cloth

Directions:
Have all the children stand in a large circle except for one child who is "It." "It" walks around the circle in a clockwise direction and drops the handkerchief behind another child. That child picks up the handkerchief and runs in the opposite direction. The child that is last to get back to the vacant spot is "It" and the game begins again.

Farmer in the Dell

Location: Open Space
Time: 15 to 20 Minutes

Directions:
This game is played to the well-known nursery rhyme by the same name. The children form a circle with one child (the farmer) in the center. The children join hands and walk in a circle as they sing: "The farmer in the dell, the farmer in the dell, Heio the dairy-o, the farmer in the dell. The farmer takes a wife, the farmer takes a wife, heio the dairy-o the farmer takes a wife." At this point the farmer chooses a child from the circle to be the wife. The wife joins the farmer in the inner circle. The singing begins again with – "the wife takes a child." The wife chooses another boy or girl to join the inner circle. The singing and choosing begin again and continues with the following verses – (4) the child takes a dog, (5) the dog takes a cat, (6) the cat takes a rat, (7) the rat takes the cheese. Complete the game with the last verse: The cheese stands alone, the cheese stands alone, heio the dairy-o, the cheese stands alone. All children except the cheese rejoin the circle and the game begins again with the cheese becoming the farmer.

Going Fishing

Location: Inside or Outside
Time: 20 minutes
Supplies: Colored construction paper, Scissors, Magnet, Paper Clips, String, Dowels, Tape, Child's pool or a blue sheet arranged to look like a pond

Directions:
Tie a two (2) foot piece of string to one end of a wood dowel. Fasten a magnet to the other end of the string. Cut several fish shapes for construction paper. Tape a paper clip to the back of each fish. Continue until all the children have had a turn and caught one fish. If time permits, the children may continue fishing for additional fish.

Henry Hermit Crab Loses His Shell

Location: Open area
Time: 10 minutes
Supplies: One sea shell

Directions:
You will need one sea shell of the type that hermit crabs live in. Have the children sit in a circle. Choose one child to sit in the center and be Henry Hermit Crab. Have Henry Hermit Crab close his eyes. Place the shell behind him on the floor. You will then point to a child to quietly come get the shell and return to his/her place in the circle. Have the shell taker and all other children place their hands behind their backs. Have Henry Hermit Crab uncover his eyes. He has three chances to guess who took his shell . If Henry Hermit Crab guesses correctly that child becomes the new Henry and the games begins again. If Henry does not guess correctly, you choose a new Henry and the game continues.

I Spy

Location: Inside or Outside
Time: 15 or 20 Minutes

Directions:
Choose one child as "It". The child says, "I spy something <u>(names a color)</u>". The other children try to guess the object by asking "yes" and "no" questions. Set a limit on time and the size of the object. When a child guesses the object, he/she becomes it and the game begins again.

I Am Going to The... (Gulf Coast, Natchez, Tupelo, Etc.)

Location: Inside or Outside
Time: 20 to 25 Minutes

Directions:
For this old game with a new title, seat the children in a circle. The first child begins the game by saying. "I am going to (any location in the state) and I am going to take an (item of his/her own choice). The second child repeats the phrase and the item named by the first child and adds a second item. The game continues around the circle with each child repeating the phrase and naming all previous items (in order) and finally adding a new item. The game continues until a child misses an item. The game may then begin again.

I'm from Mississippi and I like to Eat....

Location: Inside or Outside
Time: 20 or 25 Minutes

Directions:
Conduct this game like a spelling bee. Divide the children in two lines facing each other. The first child begins by saying. "I'm from Mississippi and I like to eat ... (an item beginning with the letter "A". The first child in the second line does the same thing for an item beginning with "B". A child sits down when he/she is unable to name an item or takes to long. An item is a correct answer as long as it starts with the correct letter. Silly items will keep the children laughing. A winning side is declared at the end of a set period of time or when only one child is left standing.

Kangaroo Relay

Location: Large open space
Time: 10 to 15 minutes

Directions:
Divide the children into two equal teams. The turn around point should be about 30 feet from the starting line. The children hop like kangaroos to the turning point and back to the starting line and tag the next player. The game ends when one team has completed the relay.

Mississippi Postman Game

Location: Open Space
Time: 20 to 25 Minutes
Supplies: Heavy paper cards measuring 4 1/4" by 11", Magic markers

Directions:
This circle game will aid children in becoming familiar with the names of cities and towns in Mississippi.

Print the names of a selection of Mississippi cities and towns (i.e. Jackson, Columbus, Vicksburg, etc.) on the cards. Give a card to all children except one. Have the children with the cards stand in a circle with the child without a card standing in the center. The child in the center will be the postman. The child in the center says. " I want to mail a letter from _(the name of a town on one of the cards)_ to _(the name of a town on another card)_. The two children try to swap places before the postman gets one of the spots. The child that does not make it to a vacant spot in the circle becomes the postman and the game begins again. (adapted from South Carolina State Library Read★Explore★And★Discover - Summer Reading Program Librarians' Manual 1992)

Milk Bucket Brigade

Location: Open Space
Time: 15 to 20 minutes
Supplies: White packing chips, Four buckets

Directions:
This is lots of fun and is a clever way to use those white packing chips. Form the children into two teams. For each team, fill one bucket with white packing chips. Place another empty bucket on the floor several feet away. The first team member carries the filled bucket to the empty bucket and pours the "milk" into the empty bucket. The child then takes the empty bucket back to the next child in line. That child then takes the empty bucket and fills it and brings the empty bucket back to the next child in line. Play continues until all children have had a turn filling the bucket with "milk." The first team to finish (with the lease amount of "milk" spills) wins the game. (With permission of the State Library of Pennsylvania)

Monkey See, Monkey Do

Location: Open space
Time: 10 minutes

Directions:
Use the following rhyme as you play this jungle version of Follow the Leader.

Monkey see, monkey do
Monkey smiles when he looks at you.
Monkey see, monkey do
Monkey (insert actions - i.e. hops, skips, etc.) when he looks at you.
Monkey see, monkey do
Monkey waves Goodby to you.

"Moo, Oink, Quack"

Location: Large open space
Time: 10 to 15 minutes
Supplies: Small slips of paper each having one of the animal sounds written on it. Each child will need a slip of paper.

Directions:
This is a good game to play with a large group of children; it will however, create a lot of noise. The group leader allows each child to draw a slip of paper. When the game begins, each child goes around the room making the animal sound on his/her paper. The purpose of the game is for all the animals making the same sound to gather together. Play additional rounds of the game by using different farm animals. (With permission of the State Library of Pennsylvania)

Possum in a Tree (Non-musical version of Musical Chairs)

Location: Large indoor room
Time: 20 minutes
Supplies: Green poster paper, Scissors, Masking tape

Directions:
Cut tree shapes from poster paper. Make enough so that there is one less than the number of children playing. Arrange them in a random pattern throughout the room. Use masking tape to fasten the trees to the floor. To play, call out "Possum Out of the Tree." Children should crawl freely in the area pretending to be possums. When the game leader says "Possum In a Tree", the children must hurry to the nearest tree shape and sit on it. The child left without a tree is out of the game and then helps the leader do the calling. Before the game begins again, remove one tree from the floor so that there is one less tree than the number of children playing. Continue until only one child remains.

Shadowing

Location: Meeting room or large open area
Time: 20 minutes

Directions:
Recruit a volunteer to demonstrate shadowing to the children. Explain that it is like looking in a mirror. Allow the children to practice before the game begins. Start the game by having the children stand in a circle. Choose one child to be "it." That child will choose a partner. The two children face each other. The first child does an action (stands on one foot, raises one arm, or a variation of these actions); the second child should shadow the action. If he/she succeeds that child becomes "it" and the first child returns to the circle. If the child fails to do the shadow image, he/she returns to the circle and sits down. "It" continues by choosing another child, and the game continues until there is only one child left standing or time expires.

Twenty Questions

Location: Inside or Outside
Time: 15 or 20 Minutes

Directions:
Chose a child to be it. The child chooses a broad topic (i.e., food, country, famous person, animal, etc.) The child then states, "I am a (food, county, animal, etc.)" The other children then have twenty questions (requiring "yes or no" answers only) to guess who or what the child is. The child guessing correctly becomes it and the game begins again.

SUMMER READING GAME

You may win at the "Summer Reading Game" by completing the activities in a line that runs across, up and down, or diagonally.

L	I	B	R	A	R	Y
Read a book about an animal that lives in Mississippi	Read aloud to someone else for 15 minutes	Read a picture book	Read a magazine article	Read a folktale	FREE	Read a fiction book
FREE	Make a bookmark	Read three poems	Read a book written by a man	Read a book about Native Americans	Read a book about space	Reread a favorite book
Read a book about a famous man	FREE	Read a book about a country you would like to visit	Read a book written by a woman	Read a book about an insect that lives in Mississippi	Read the favorite book of a friend	Read a book that your mother read when she was a child
Read a book that your father read when he was a child	Read a book about a famous woman	Read a historical novel	FREE	Read a science book	Close your eyes and pick a book	Read any book just for fun
Read an adventure story	Read a book about a boy that lives in another country	Read a book suggested by an aunt or uncle	Read a book just for fun	Read a picture book	Read a book about an animal that lives in Mississippi	FREE
Read a book about a girl that lives in another country	Read a science book	Read a book just for fun	Close your eyes and pick a book	FREE	Read a fiction book set in the country	Read a book about another country
Read the favorite book of your best friend	Read a fiction book	FREE	Read a collection of short stories	Reread a favorite book	Read a book that has an animal as the main character	Read a science book

THE HOSPITALITY STATE

Mississippi's nickname is the "Hospitality State". How many words can you find using the letters found in "Hospitality". In creating words a letter can not be used more times than it is found in the nickname. Two and three letter words are worth 2 points each. Four and five letter words are worth 4 points each. Words of five letters or more are worth five points. Words of 6 letters or more are worth 10 points each. Plurals made by just adding an "S" do not count as new words.

Number of 2 and 3 letter words	_____	X	3	= _____
Number of 4 and 5 letter words	_____	X	5	= _____
Number of 6 or more letter words	_____	X	10	= _____

TOTAL _____

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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THE HOSPITALITY STATE
(Answer Sheet)

Mississippi's nickname is the "Hospitality State". How many words can you find using the letters found in "Hospitality". In creating words a letter can not be used more times than it is found in the nickname. Two and three letter words are worth 2 points each. Four and five letter words are worth 4 points each. Words of five letters or more are worth five points. Words of 6 letters or more are worth 10 points each. Plurals made by just adding an "S" do not count as new words.

Suggested Words

also, as, at, hail, has, hasty, hat, hay, hip, hit, hop, hospital, host, hot, is, it, lap, lash, last, lay, lip, lisp, list, lit, lost, lot, oats, pail, past, pasty, pat, path, pay, pit, pita, pity, plait, play, plot, ploy, post, pot, sail, sap, sat, say, ship, shop, shot, sip, sit, silt, slap, slat, slay, slip, slit, slop, slot, sly, soap, soil, soy, spat, spit, split, spilt, spot, stay, stop, sty, tail, tap, tat, this, tip, to, toast, toil, toy, yap, yip

MISSISSIPPI TOWN GAME

Many towns in Mississippi have unusual names - animal names, names of well know geographic locations, names of food, and names that just sound funny when you think about them. How many of the following questions can you answer with the name of a Mississippi town or city?

1. Name the town in Mississippi that has the same name as the country where you would go to visit the pyramids. _____
2. A large reptile with a long power mouth and tail. _____
3. The last name of the first president of the United States. _____
4. The last name of the explorer who discovered the new world in 1492. _____
5. A beverage that many adults drink for breakfast. _____
6. Pennies, quarters, and dollar bills are all forms of _____
7. There is a small town in Mississippi as the city in France where you find the Eiffel Tower. _ _____
8. The Liberty Bell is located in a Pennsylvania city with the same name as this Mississippi town located in Neshoba County. _____
9. This small town located in Lincoln County has the same name as a great baseball hero who was called the "Babe". _____
10. This city, the largest in Mississippi and named in honor of the seventh president of the United States, is the state capital. _____

MISSISSIPPI TOWN GAME

(Answer Sheet)

Many towns in Mississippi have unusual names - animal names, names of well know geographic locations, names of food, and names that just sound funny when you think about them. How many of the following questions can you answer with the name of a Mississippi town or city?

1. Name the town in Mississippi that has the same name as the country where you would go to visit the pyramids. Egypt
2. A large reptile with a long power mouth and tail. Alligator
3. The last name of the first president of the United States. Washington
4. The last name of the explorer who discovered the new world in 1492. Columbus
5. A beverage that many adults drink for breakfast. Hot Coffee
6. Pennies, quarters, and dollar bills are all forms of Money
7. There is a small town in Mississippi as the city in France where you find the Eiffel Tower. Paris
8. The Liberty Bell is located in a Pennsylvania city with the same name as this Mississippi town located in Neshoba County. Philadelphia
9. This small town located in Lincoln County has the same name as a great baseball hero who was called the "Babe". Ruth
10. This city, the largest in Mississippi and named in honor of the seventh president of the United States, is the state capital. Jackson

SOME OF THE "VILLES" OF MISSISSIPPI.

"Ville" is the French word for town. Some towns in Mississippi end in "ville" How many of the following towns can you name?

1. This frontiersman became a folk hero. He worn a coonskin cap. His first name was Daniel. _____ville

2. A hot drink that many parents drink in the morning. _____ville

3. An instrument used in eating. It is not a spoon. _____ville

4. The color you get when you mix yellow and blue. _____ville

5. The very tall trees that grow in Mississippi that have needles instead of leaves. _____ville

6. "No talking in the hall" is a _____ at many schools. _____ville

7. A rock may also be called a_____ _____ville

SOME OF THE "VILLES" OF MISSISSIPPI.

(Answer Sheet)

"Ville" is the French word for town. Some towns in Mississippi end in "ville" How many of the following towns can you name?

1. This frontiersman became a folk hero. He worn a coonskin cap. His first name was Daniel. _____ Booneville

2. A hot drink that many parents drink in the morning. _____ Coffeeville

3. An instrument used in eating. It is not a spoon. _____ Forkville

4. The color you get when you mix yellow and blue. _____ Greenville

5. The very tall trees that grow in Mississippi that have needles instead of leaves. _____ Pineville

6. "No talking in the hall" is a _____ at many schools. _____ Ruleville

7. A rock may also be called a_____ _____ Stoneville

MISSISSIPPI WILDLIFE

Many members of the animal kingdom call Mississippi home. To complete the puzzle fill in the blanks with the names of birds, mammals, snakes, and fish that live in the state. Make your selections from the following: **black bass, opossum, muskrat, white-tailed deer, cardinal, mockingbird, gray squirrel, copperhead, mink, catfish, and skunk.**

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MISSISSIPPI WILDLIFE

(Answer Sheet)

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						M	I	N	K				
				C	A	R	D	I	N	A	L	S	
			G	R	A	Y		S	Q	U	I	R	R	E	L
								S	K	U	N	K	
				C	A	T	F	I	S	H			
B	L	A	C	K		B	A	S	S				
						M	U	S	K	R	A	T	
				M	O	C	K	I	N	G	B	I	R	D	
						C	O	P	P	E	R	H	E	A	D
							O	P	O	S	S	U	M		
W	H	I	T	E	-	T	A	I	L	E	D		D	E	E	R

Secret Messages about Mississippi Animals
(Grades 1 - 6)

Use the code below to discover the secret messages about Mississippi animals.

! = A	% = E	(= I	3 = M	7 = Q	< = U	/ = Y
@ = B	^ = F	) = J	4 = N	8 = R	> = V	] = Z
# = C	& = G	+ = K	5 = O	9 = S	" = W	. = .
$ = D	* = H	2 = L	6 = P	? = T	[= X	- = -

1. ?*% 35#+(4&@(8$ (9 ^5<4$ (4 !22 9%#?(549 5^ ?*% 9?!?% !4$ "!9 4!3%$?*% 5^^(#(!2 9?!?% @(8$ 5>%8 ^(^?/ /%!89 !&5.

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Secret Messages about Mississippi Animals

(Grades 1 - 6)
(Answer Sheet)

Use the code below to discover the secret messages about Mississippi animals. The period and hyphen represent themselves; they are not secret symbols.

! = A	% = E	(= I	3 = M	7 = Q	< = U	/ = Y
@ = B	^ = F	) = J	4 = N	8 = R	> = V	] = Z
# = C	& = G	K = +	5 = O	9 = S	" = W	. = .
$ = D	* = H	L = 2	6 = P	? = T	[= X	- = -

1. The mockingbird is found in all sections of the state and was named the official state bird over fifty years ago.

2. Mississippi has an official state insect; it is the honeybee.

3. The bottle-nosed dolphin has been the state water mammal for Mississippi for almost twenty-five years. Most people call it a porpoise.

4. Mississippi has a state waterfowl. It is the wood duck.

5. The largemouth or black bass is the state fish of Mississippi.

6. In Mississippi, the state land mammal is the white-tailed deer.
7. Mississippi also has a state butterfly. It is the spicebush swallowtail.

*PROFESSIONAL FOOTBALL TEAMS -- A GAME

Solve each riddle below to get the name of a professional football team. Take the starred letters and rearrange them to get the name of a famous football player from Mississippi.

1. These bright red birds are also the name of a professional football team. ___ ___ ___* ___ ___ ___ ___ ___

2. These explorers are believed to have come to the new world before Columbus. ___* ___ ___ ___ ___ ___ ___

3. Add an "S" to the name of the bird that is the symbol of our country to get the name of this team. ___* ___ ___ ___ ___ ___ ___

4. In this well-known fairy tale Goldilocks visited the home of the three _____ ___* ___ ___ ___ ___

5. Ponies may also be called _____ ___ ___ ___ ___* ___

6. If you subtract "1" from the name of this team you could call them the Four Dozen. ___ ___ ___ ___* ___

7. Add an "S" to the name of this bird of prey to get the name of this team. ___* ___ ___ ___ ___ ___ ___

8. Another name for this team could be the "Airplanes" ___ ___* ___ ___

9. This team's home field is in a state that borders Mississippi. ___ ___* ___ ___ ___* ___

Starred letters: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

The professional football player from Mississippi is:

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

*PROFESSIONAL FOOTBALL TEAMS -- A GAME

(Answer Sheet)

Solve each riddle below to get the name of a professional football team. Take the starred letters and rearrange them to get the name of a famous football player from Mississippi.

1. These bright red birds are also the name of a professional football team. _C_ _A_ _R*_ _D_ _I_ _N_ _A_ _L_
2. These explorers are believed to have come to the new world before Columbus. _V*_ _I_ _K_ _I_ _N_ _G_ _S_
3. Add an "S" to the name of the bird that is the symbol of our country to get the name of this team. _E*_ _A_ _G_ _L_ _E_ _S_
4. In this well-known fairy tale Goldilocks visited the home of the three _____ _B*_ _E_ _A_ _R_ _S_
5. Ponies may also be called _____ _C_ _O_ _L_ _T*_ _S_
6. If you subtract "1" from the name of this team you could call them the Four Dozen. _4_ _9_ _E_ _R*_ _S_
7. Add an "S" to the name of this bird of prey to get the name of this team. _F*_ _A_ _L_ _C_ _O_ _N_ _S_
8. Another name for this team could be the "Airplanes" _J_ _E*_ _T_ _S_
9. This team's home field is in a state that borders Mississippi. _S*_ _A_ _I_ _N_ _T_ _S*_

Starred letters: _R_ _V_ _E_ _B_ _T_ _R_ _F_ _E_ _A_ _T_

The professional football player from Mississippi is:

_B_ _R_ _E_ _T_ _T_ _F_ _A_ _V_ _R_ _E_

*MISSISSIPPI RIVERS WORD FIND

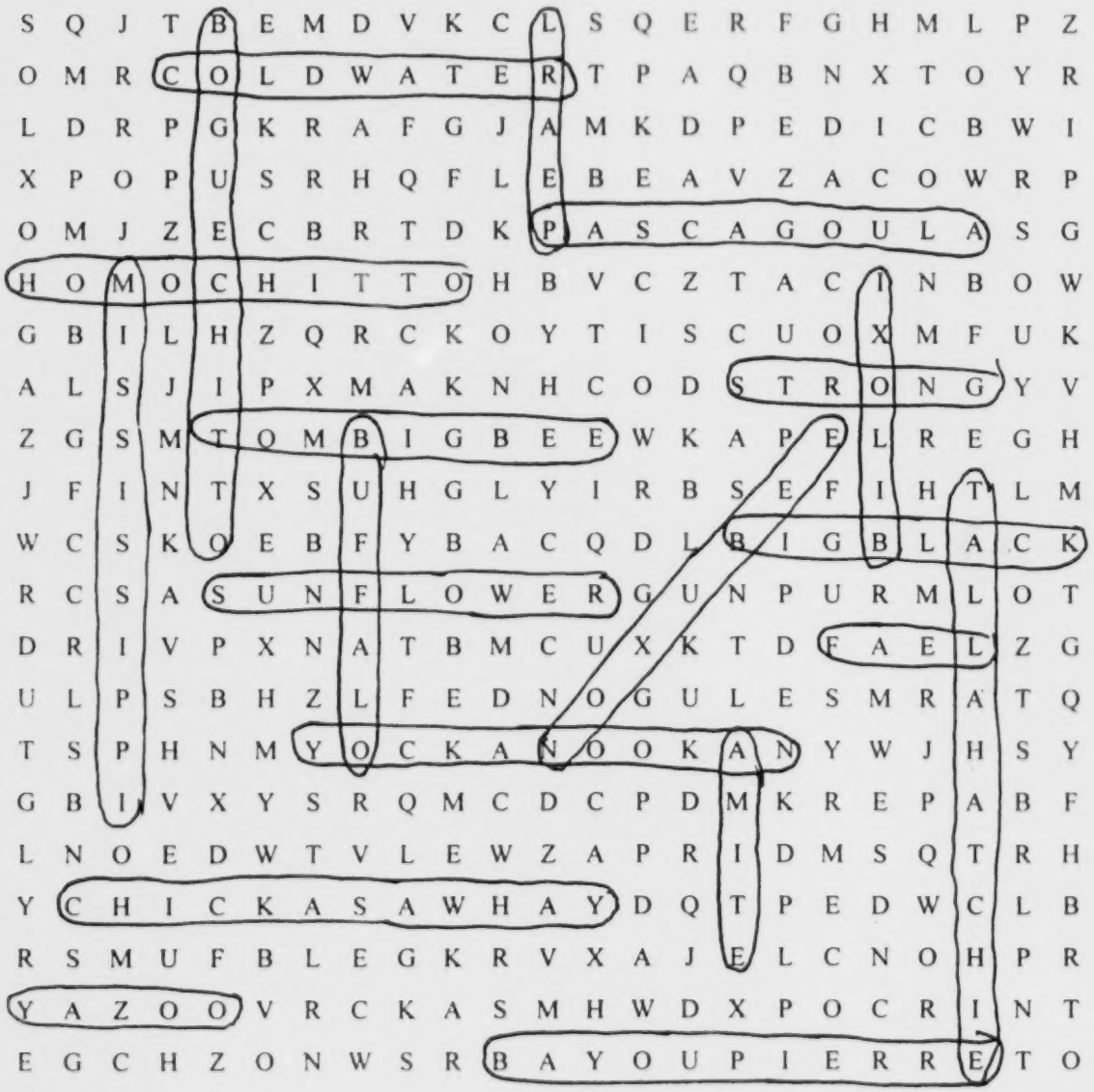
AMITE	BUFFALO	MISSISSIPPI	SUNFLOWER
BAYOU PIERRE	CHICKASAWHAY	NOXUBEE	TALLAHATCHIE
BIG BLACK	COLDWATER	PASCAGOULA	TOMBIGBEE
BILOXI	HOMOCHITTO	PEARL	YOCKANOOKAN
BOGUE CHITTO	LEAF	STRONG	YAZOO

S Q J T B E M D V K C L S Q E R F G H M L P Z
O M R C O L D W A T E R T P A Q B N X T O Y R
L D R P G K R A F G J A M K D P E D I C B W I
X P O P U S R H Q F L E B E A V Z A C O W R P
O M J Z E C B R T D K P A S C A G O U L A S G
H O M O C H I T T O H B V C Z T A C I N B O W
G B I L H Z Q R C K O Y T I S C U O X M F U K
A L S J I P X M A K N H C O D S T R O N G Y V
Z G S M T O M B I G B E E W K A P E L R E G H
J F I N T X S U H G L Y I R B S E F I H T L M
W C S K O E B F Y B A C Q D L B I G B L A C K
R C S A S U N F L O W E R G U N P U R M L O T
D R I V P X N A T B M C U X K T D F A E L Z G
U L P S B H Z L F E D N O G U L E S M R A T Q
T S P H N M Y O C K A N O O K A N Y W J H S Y
G B I V X Y S R Q M C D C P D M K R E P A B F
L N O E D W T V L E W Z A P R I D M S Q T R H
Y C H I C K A S A W H A Y D Q T P E D W C L B
R S M U F B L E G K R V X A J E L C N O H P R
Y A Z 0 O V R C K A S M H W D X P O C R I N T
E G C H Z O N W S R B A Y O U P I E R R E T O

*MISSISSIPPI RIVERS WORD FIND

(Answer Sheet)

AMITE	BUFFALO	MISSISSIPPI	SUNFLOWER
BAYOU PIERRE	CHICKASAWHAY	NOXUBEE	TALLAHATCHIE
BIG BLACK	COLDWATER	PASCAGOULA	TOMBIGBEE
BILOXI	HOMOCHITTO	PEARL	YOCKANOOKANY
BOGUE CHITTO	LEAF	STRONG	YAZOO



Color This Elephant

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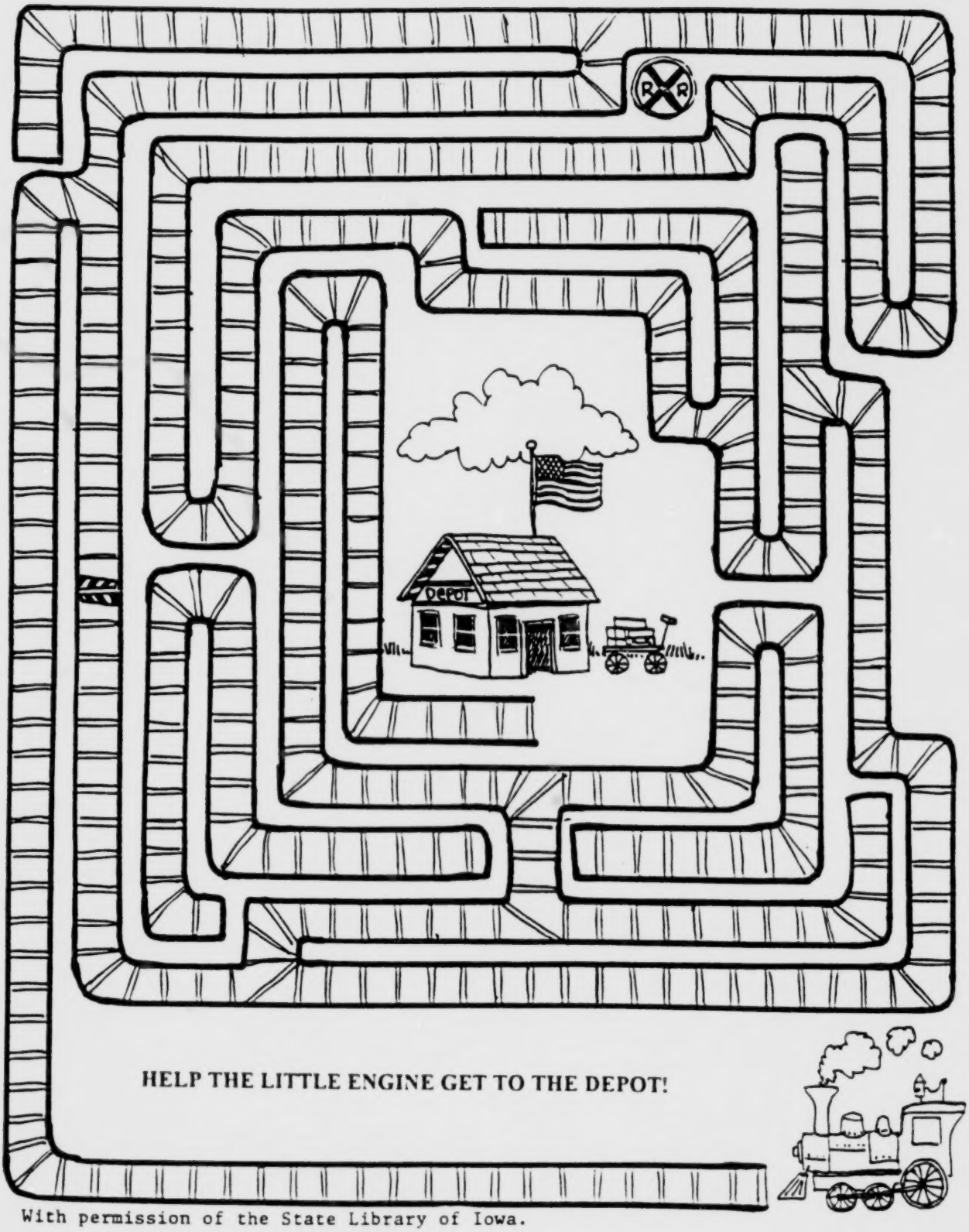

HELP THE LITTLE ENGINE GET TO THE DEPOT!

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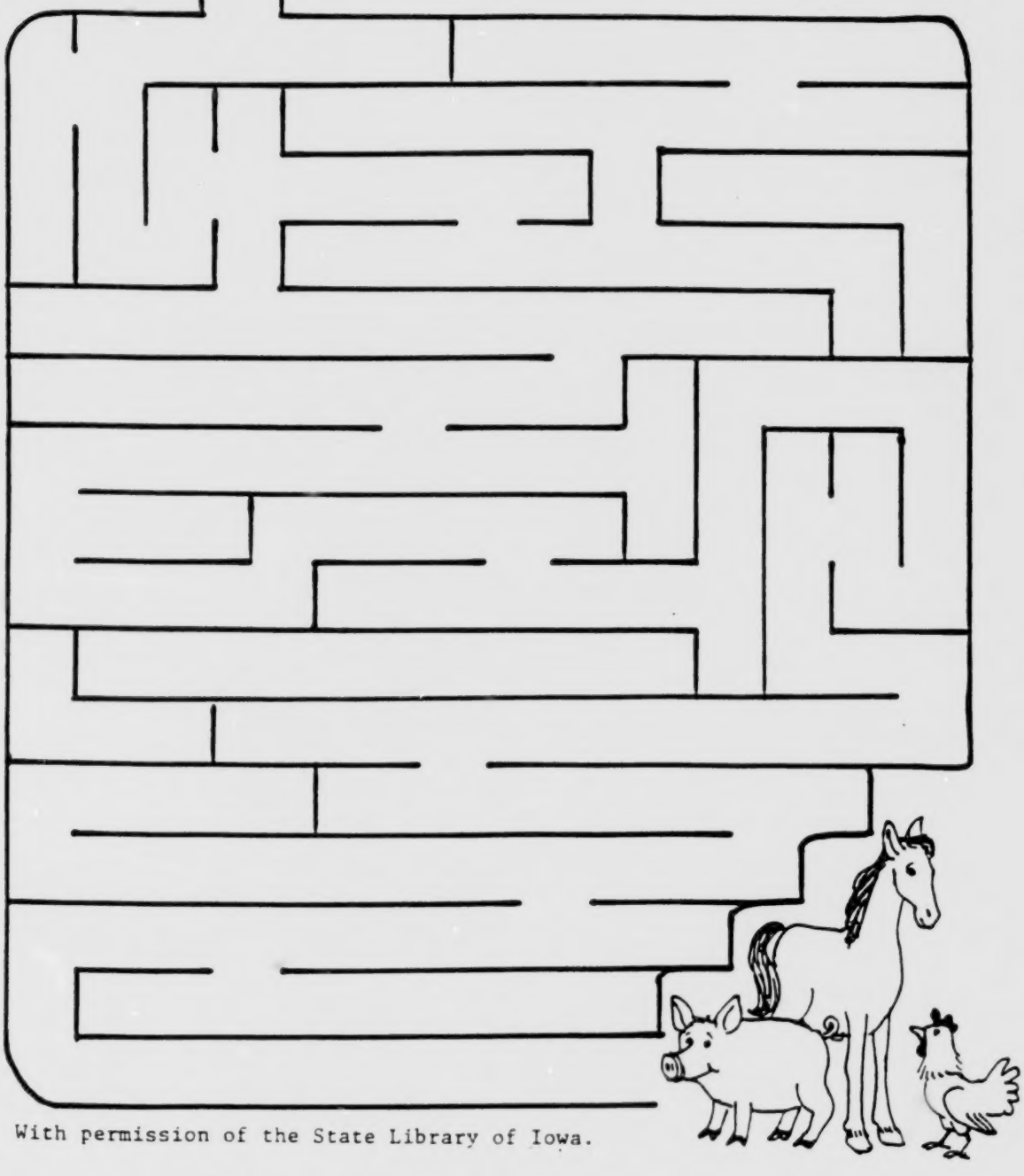
GET THE ANIMALS TO THE BARN



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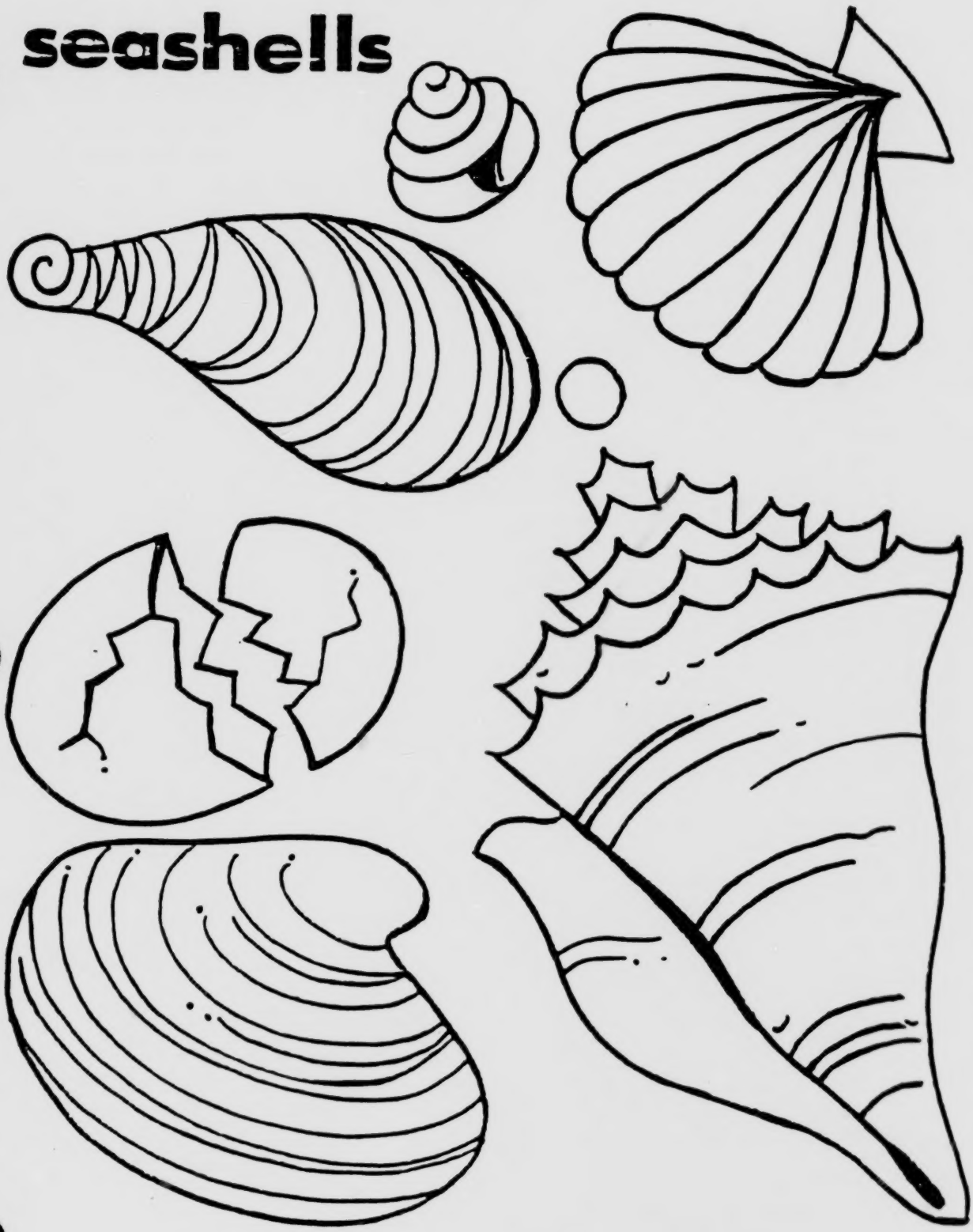
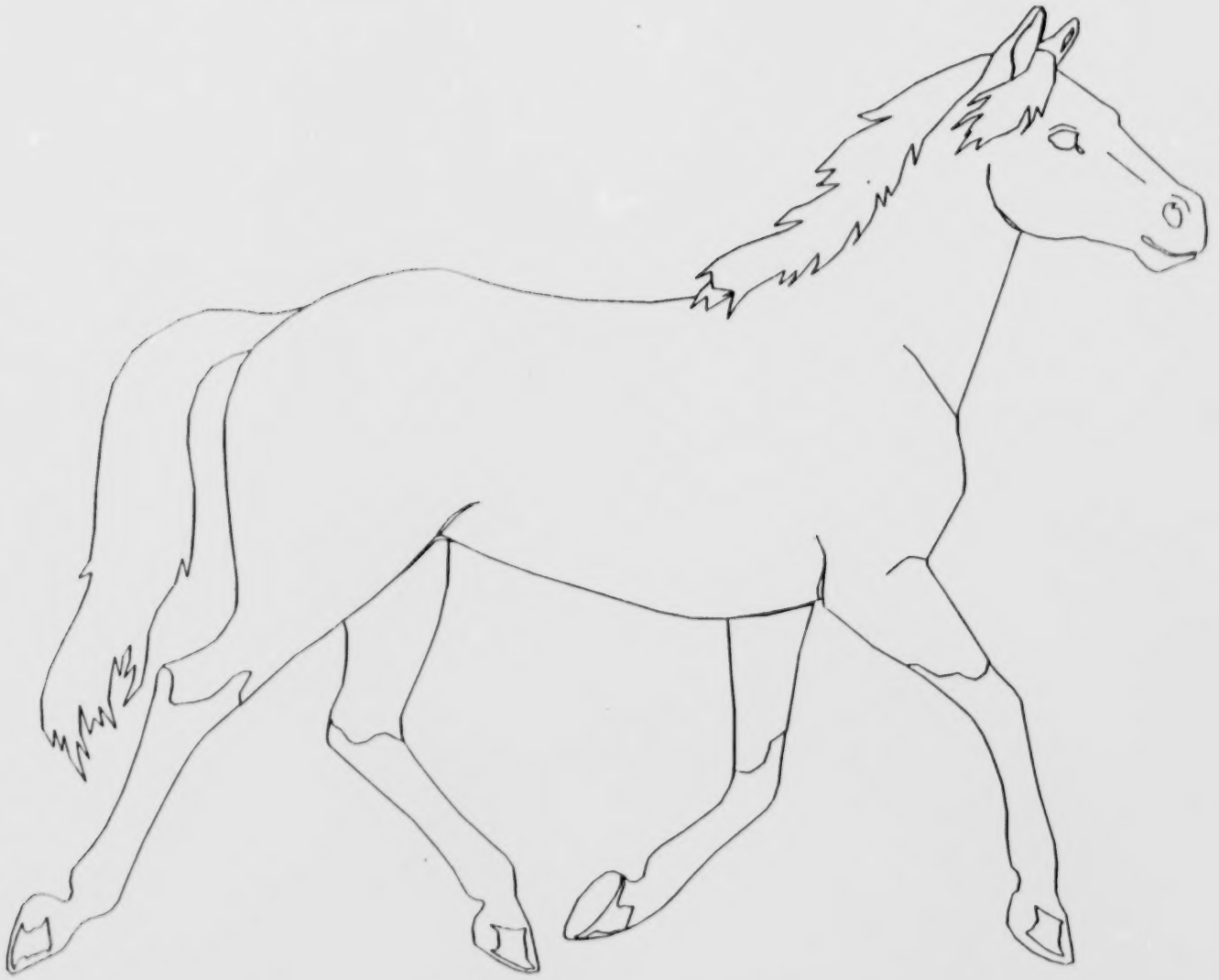
seashells



HORSE



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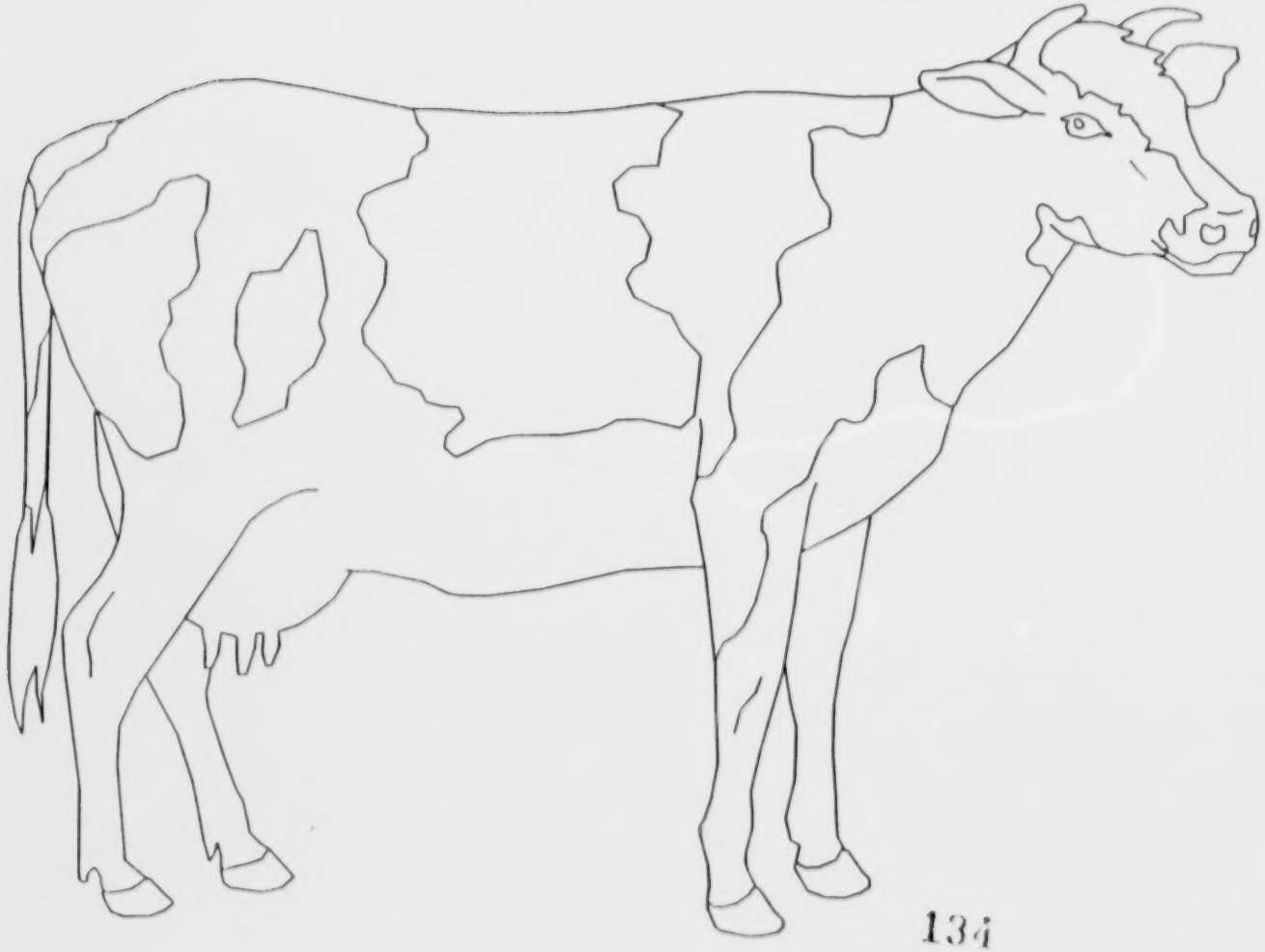
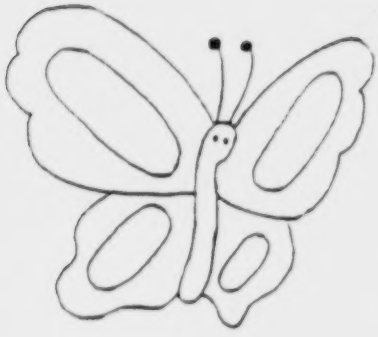
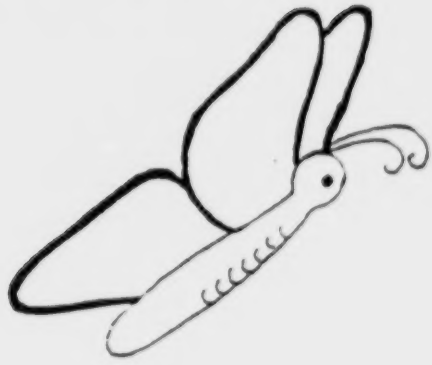
COW

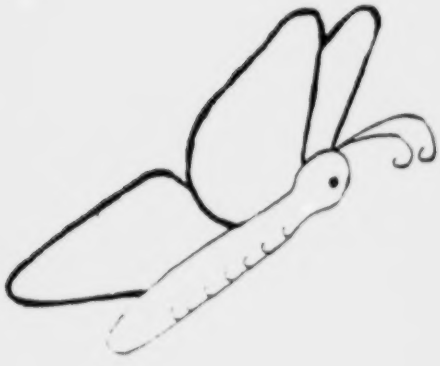


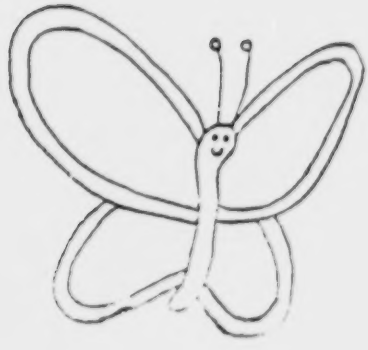
BUTTERFLY MATCH

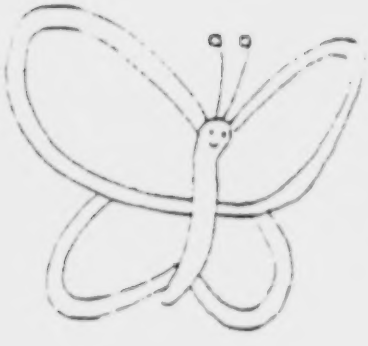
The butterflies are ready to fly. Find the butterflies that match and color them.

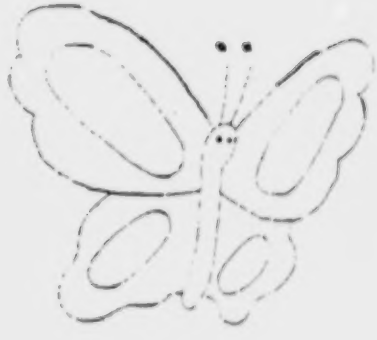






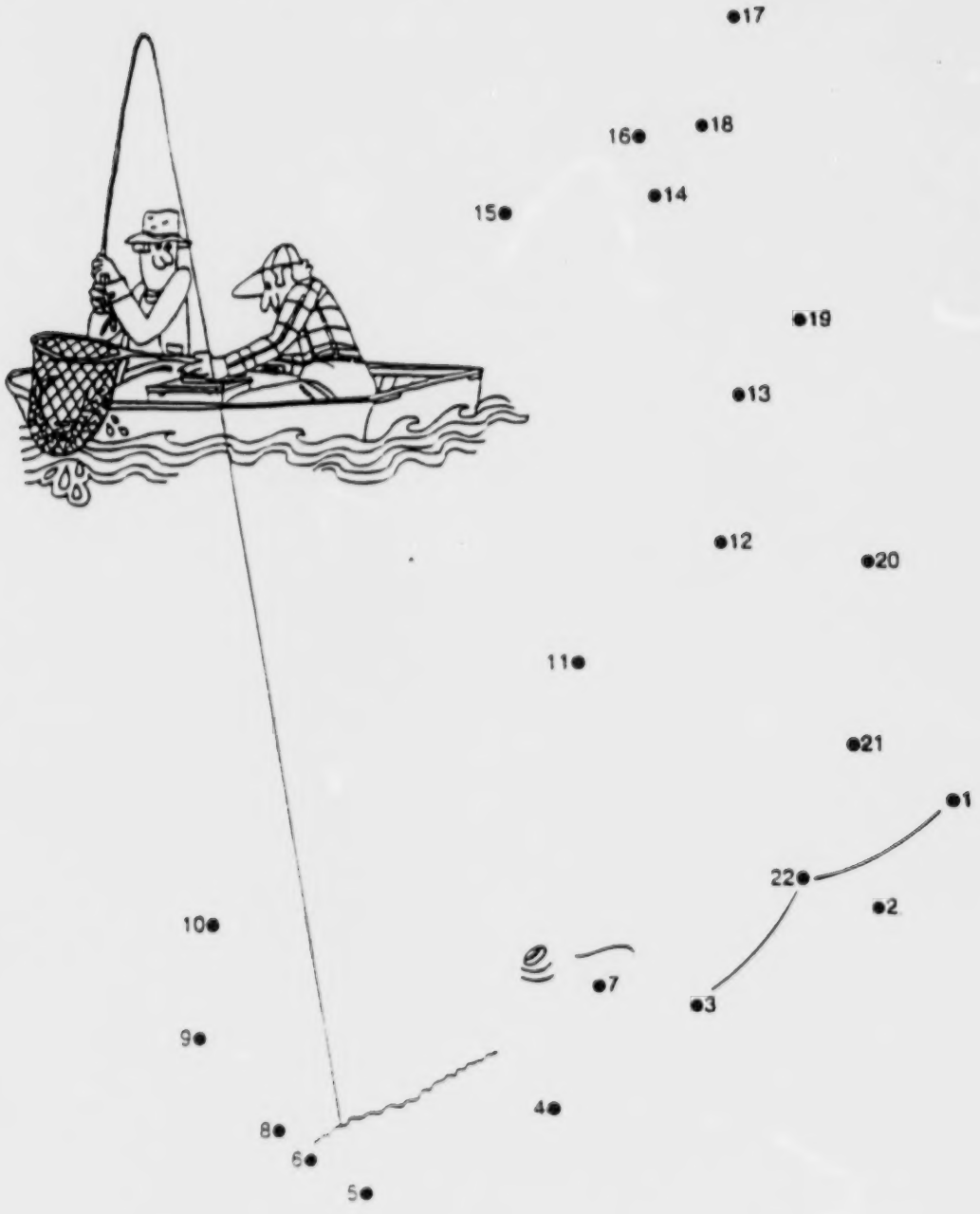






BEST COPY AVAILABLE

FISHING CONNECT-THE-DOT



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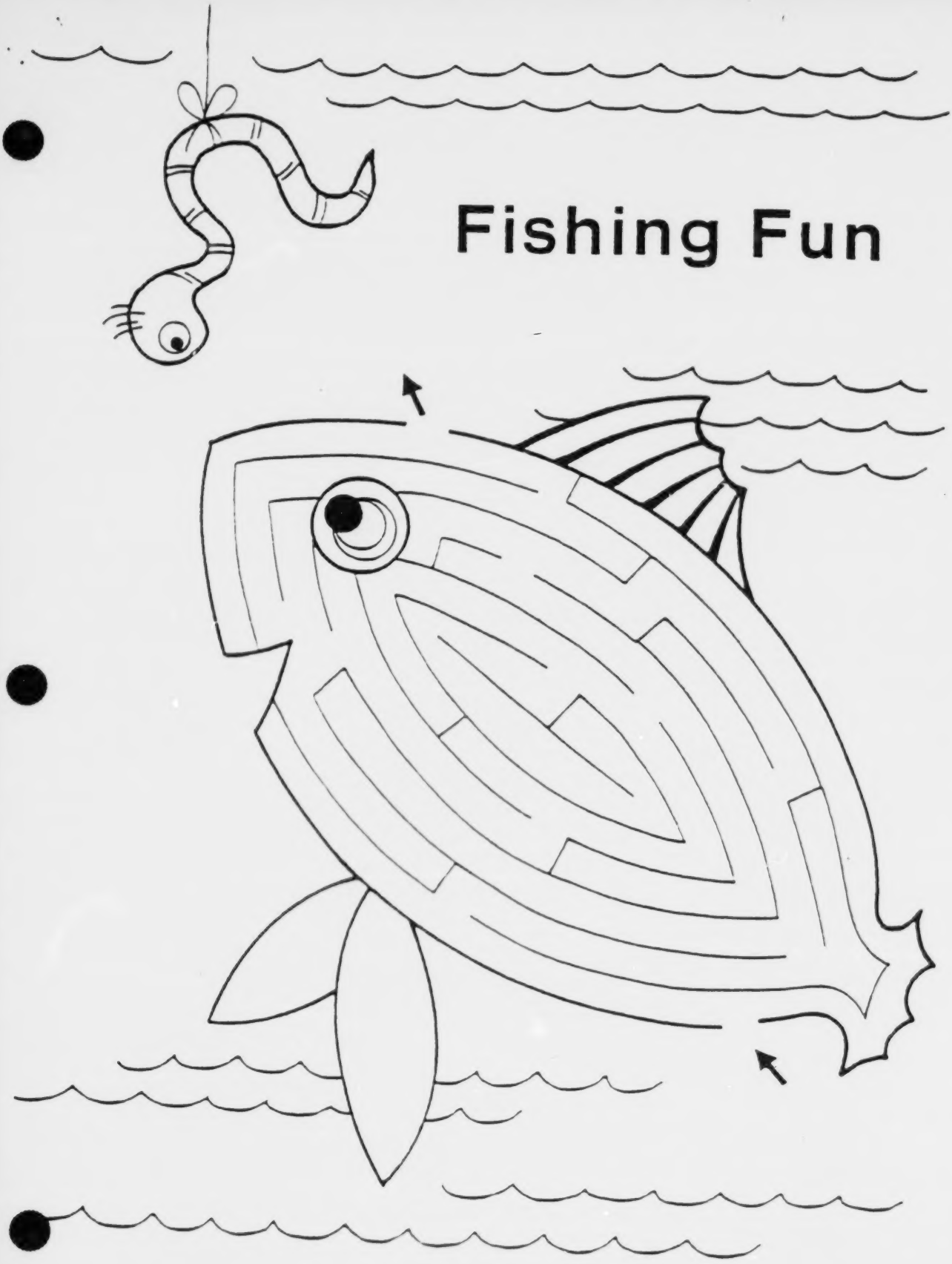
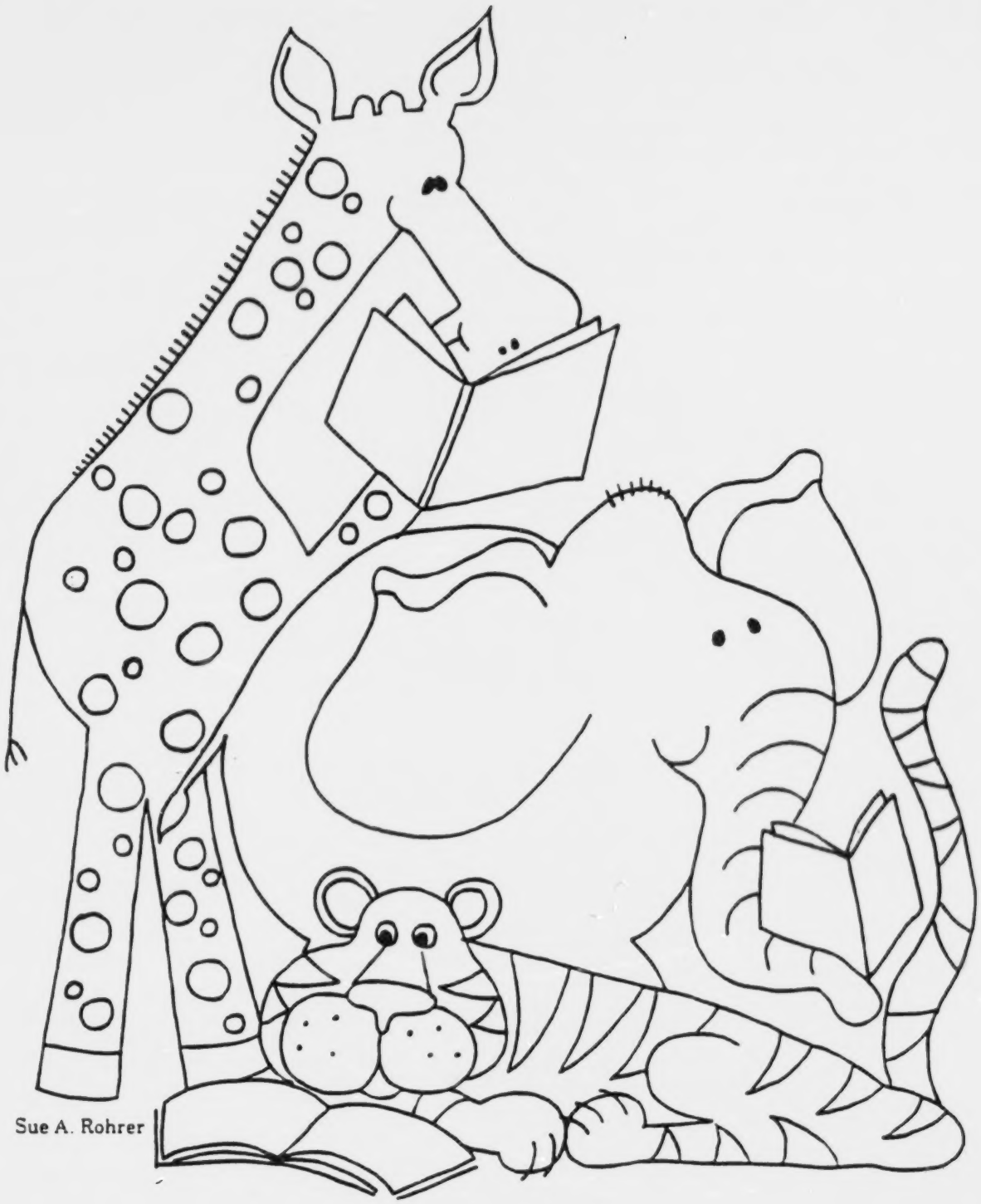
Fishing Fun



Coloring Page



Sue A. Rohrer

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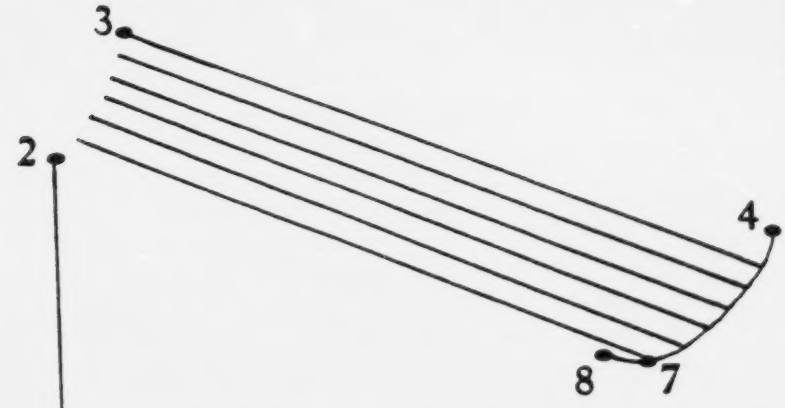
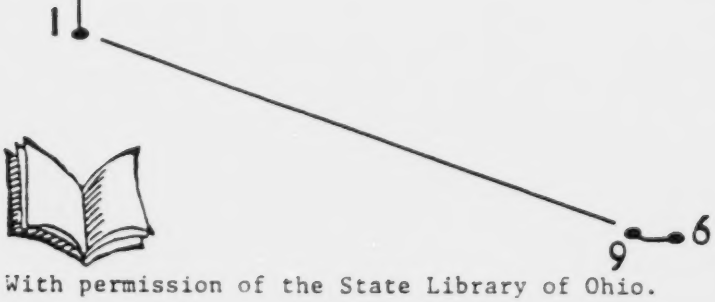
FROM COVER TO COVER TAKE-HOME ACTIVITY

Connect the Dots





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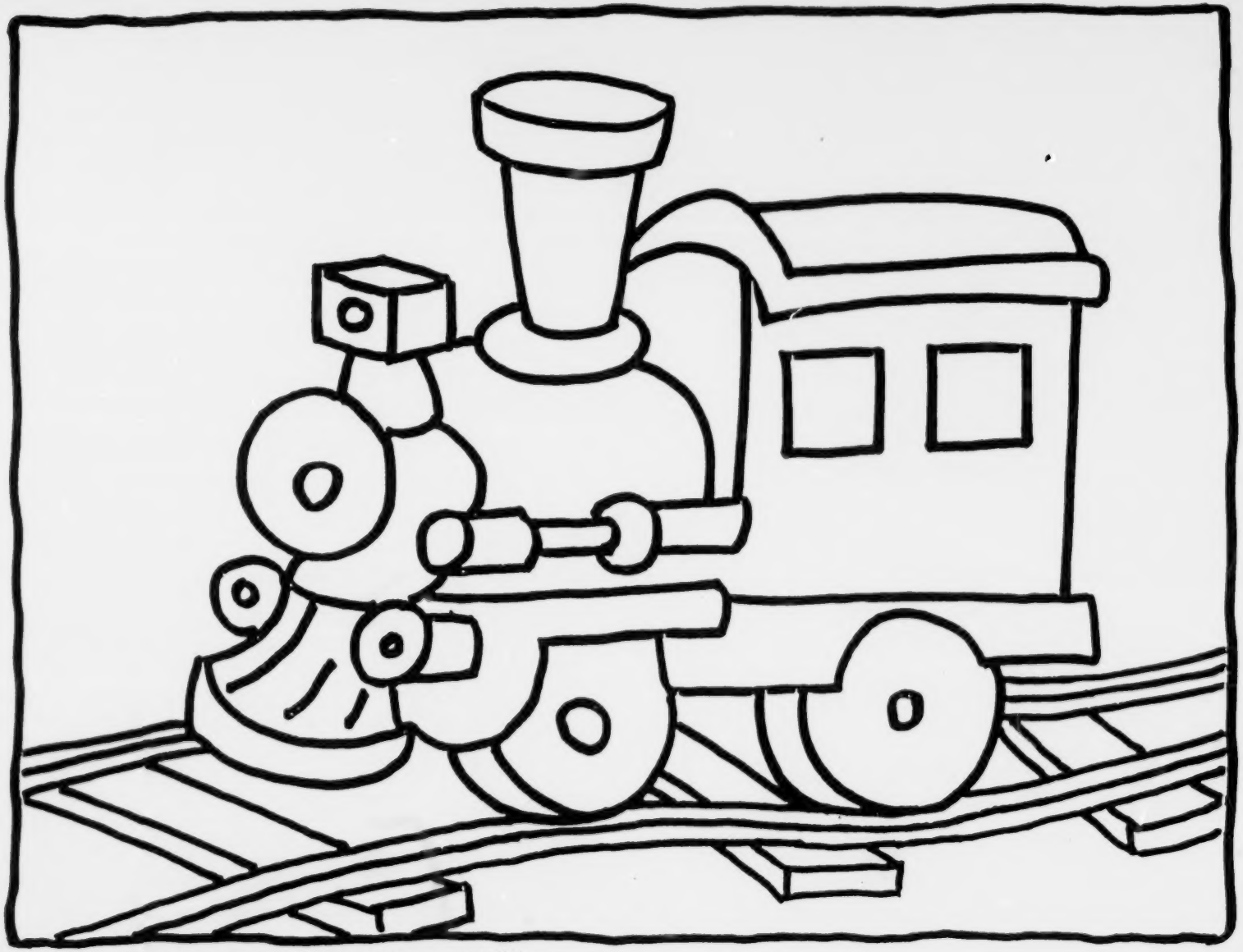

VII - 58

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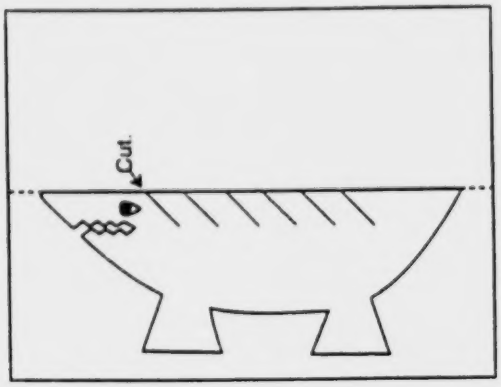
CRAFTS FOR MISSISSIPPI MAGIC

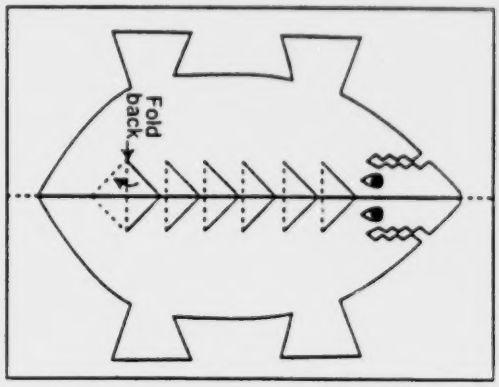
ALLIGATOR PATTERN

Supplies:
Green construction paper
Black marker
Scissors

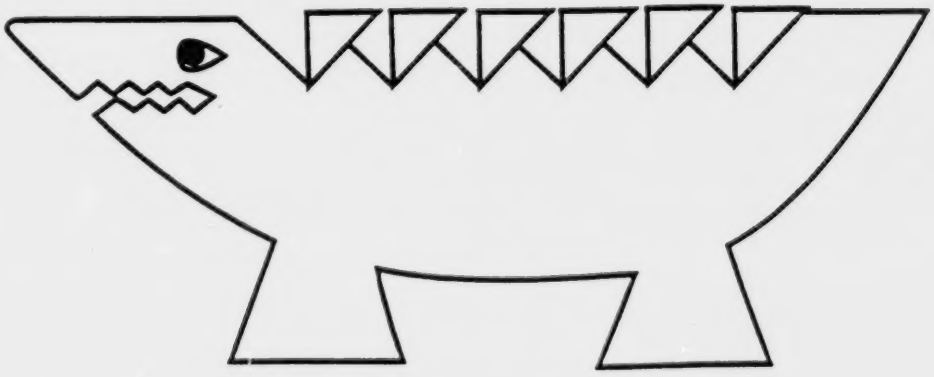
Directions:
Reproduce the pattern on the following page lengthwise on green construction paper so the alligator's back is at the center. Fold the paper in half. Cut out the alligator. Draw eyes. Cut slits along the lines shown on his back.

Unfold the alligator. The slits will look like the top two sides of triangles. Fold each "triangle" back along the base





Refold the alligator; it will look like this:



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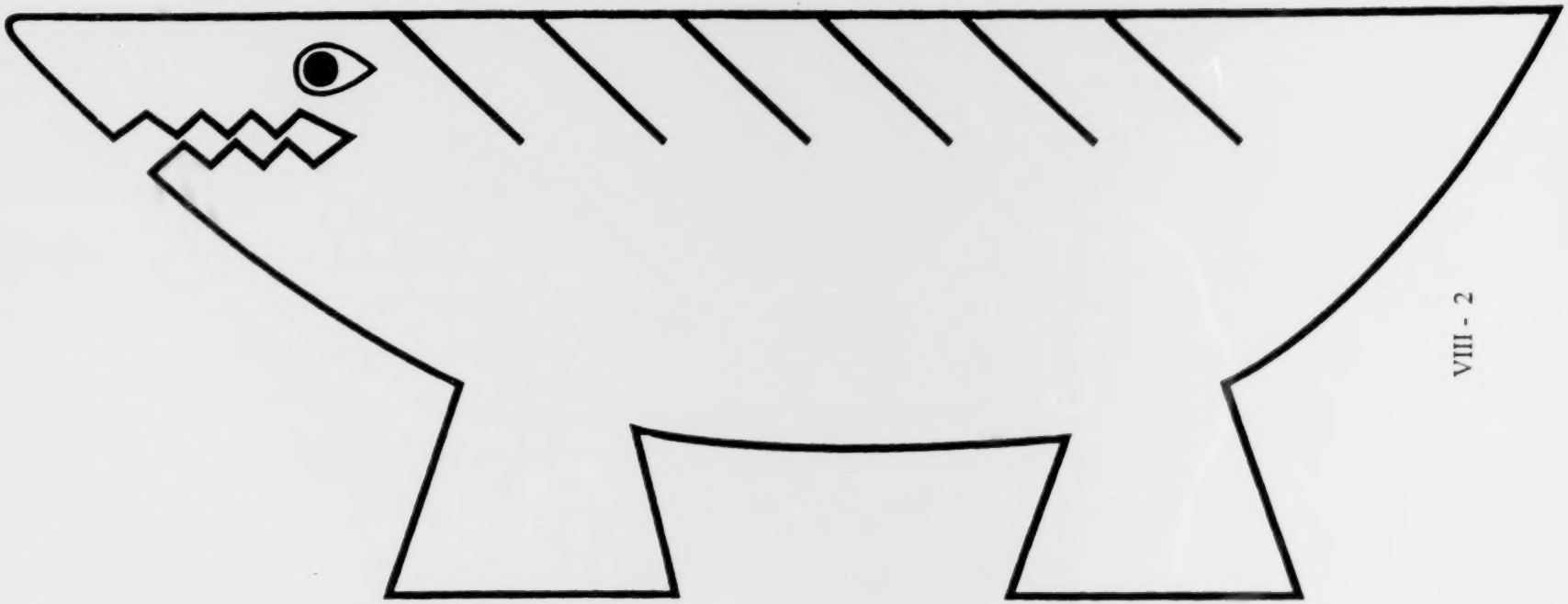


VIII - 2

ANIMALS (PAPER LOOP)

Supplies:
Construction paper
Scissors
Ruler
Glue

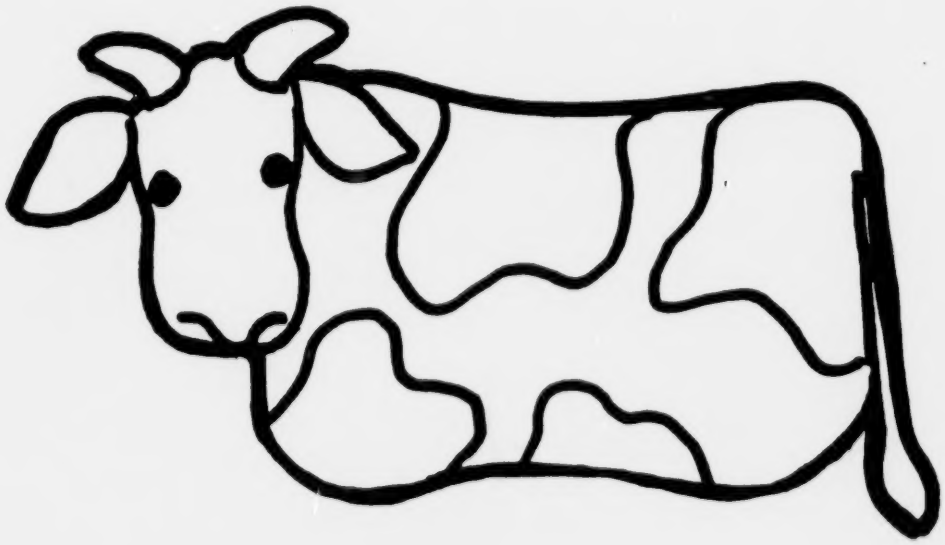
Directions:
Cut 1-inch by 12-inch and ½-inch by 9-inch strips of construction paper. Loop the strips and glue the loops together to form animals. In most instances, use a whole strip for the body and a half strip for a head, leg, or tail. For features such as eyes, nose and ears, cut pieces of construction paper into the desired shapes and glue to the loops.

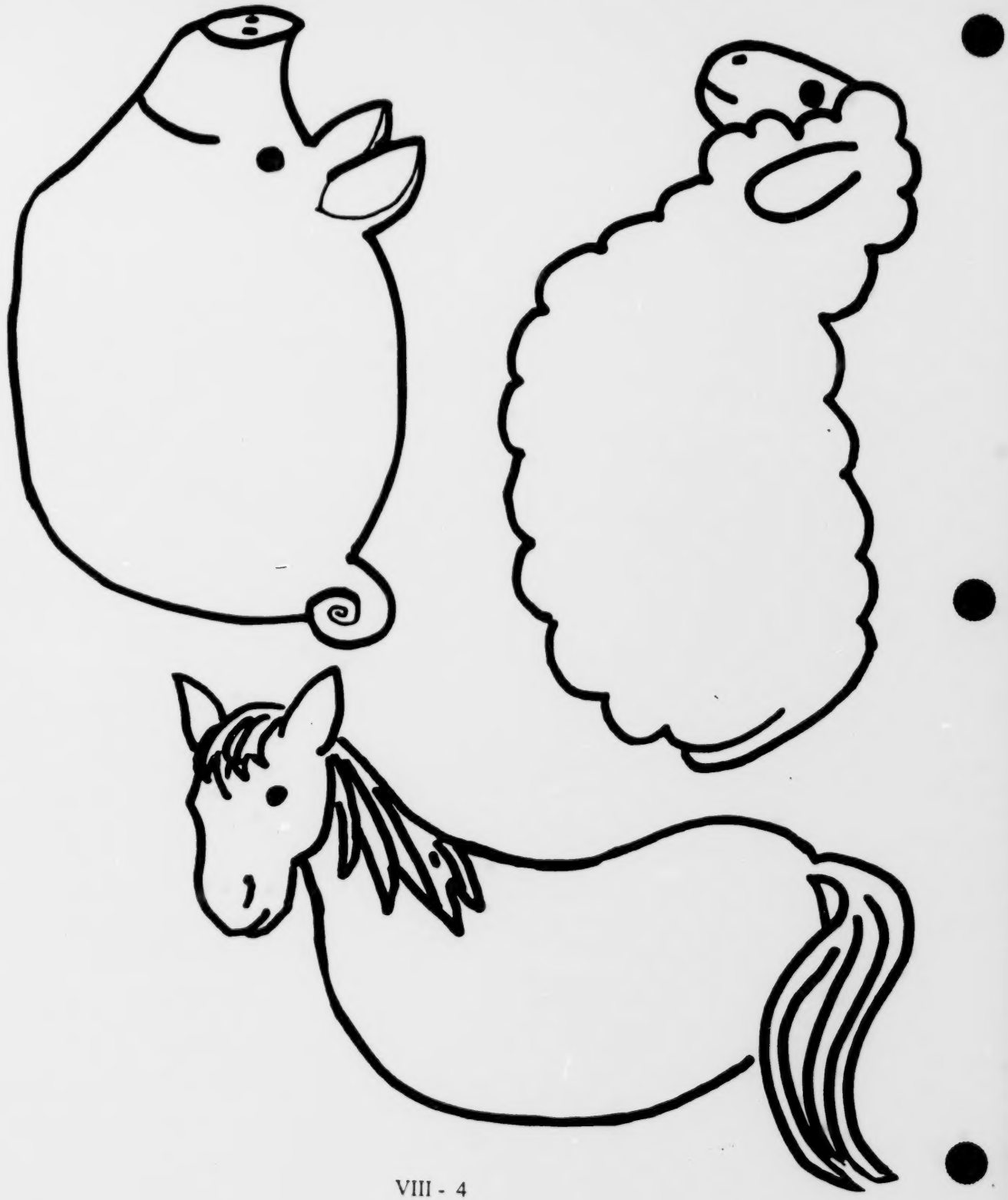
ANIMALS (STAND-UP FARM)

Children can create their own farm yard scenes with these animals.

Supplies:
Copies of "stand-up farm animals"
Crayons, colored pencils or markers
Spring clothes pens
Markers
Scissors

Directions:
Have children select their favorite farm animal to color. Attach clothespins as legs. (With permission of the State Library of Pennsylvania)





VIII - 4

BEAN BAGS

Supplies:
Dried Beans or Peas
Scrap Material (cut in 5 by 11 inch block)
Needles
Thread

Directions:
Give each child a block of material, thread, and a needle. Have them fold the material with right sides in and stitch the two opposite sides using a small back stitch. Turn bag inside out and fill bag with beans or peas. Complete the bag by folding rough edges in and closing the opening using a small whipping stitch.

BEES (BALLOON)

Supplies:
Yellow balloons
Black felt-tip marker
Stickers for eyes

Directions:
Blow up yellow balloons. Draw stripes around them with black felt-tip markers. Add stickers for eyes or draw with a felt-tip marker. Allow children to take them home or display them in the library.

BUTTERFLIES (CLOTHESPIN)

Supplies:
Tissue paper - patterned or plain, cut in 10-inch squares
Peg clothespins
Chenille craft sticks - black, cut into 6 inch lengths
Scissors
Marker - fine point black

Directions:
Use the markers to create eyes on the head of the clothespin. Twist a chenille stick around the neck of the clothespin and shape into antennae. Accordion pleat the center of the tissue paper and push it into the opening of the clothespin. Open out the ends to create the wings. Use the scissors to round the corners of the tissue paper to resemble the wings of the butterfly.

BUTTERFLIES (FEET)

Supplies:

Paper	Crayons
Paint brush	Glue
Glitter	

Directions:

Have each child stand on some pieces of paper with feet slightly apart. Trace around each child's feet to make "butterfly wings." Draw a butterfly body between each pair of wings and add antennae. Let the children decorate their butterflies with crayons. Then have them brush glue over their butterflies and sprinkle them with glitter.

BUTTERFLIES (HAND PRINT)

Supplies:

White paper
Pencil
Crayons or markers

Directions:

Place the paper on the work surface. Have each child place his or her hands on the paper with fingers together and hands pointed slightly outward. Trace the child's hands with the pencil. Outline the lines with black marker and add a body and antennae. Allow the children to color their butterflies.

BUTTERFLIES (INKBLOT)

Supplies:

White paper
Various colors of tempera paint
Black marker

Directions:

Give each child a piece of paper creased down the middle. Allow each child to choose two or three colors and put two dabs of paint about a third of the way down near the crease and put a third dab about an inch below the first two. Fold the paper and allow the children to press the outside with a motion to the outside of the page. Allow to dry and add body and antennae with a black marker.

BUTTON SPINNERS

Supplies:
String
Large button

Directions:
Take a piece of string about 25 inches long and thread it through the eyes of the button (If the button has four holes, use diagonal holes). Tie the two ends of the string together to form a loop. Loop the string onto the thumbs with the button in the middle. Flip the button over and over until the string is tight. Pull the thumbs away from each other and the button will begin to spin. Work the thumbs in and out as the button continues to spin. (Warning: Keep the spinning button away from hair.)

BUTTON TRAP

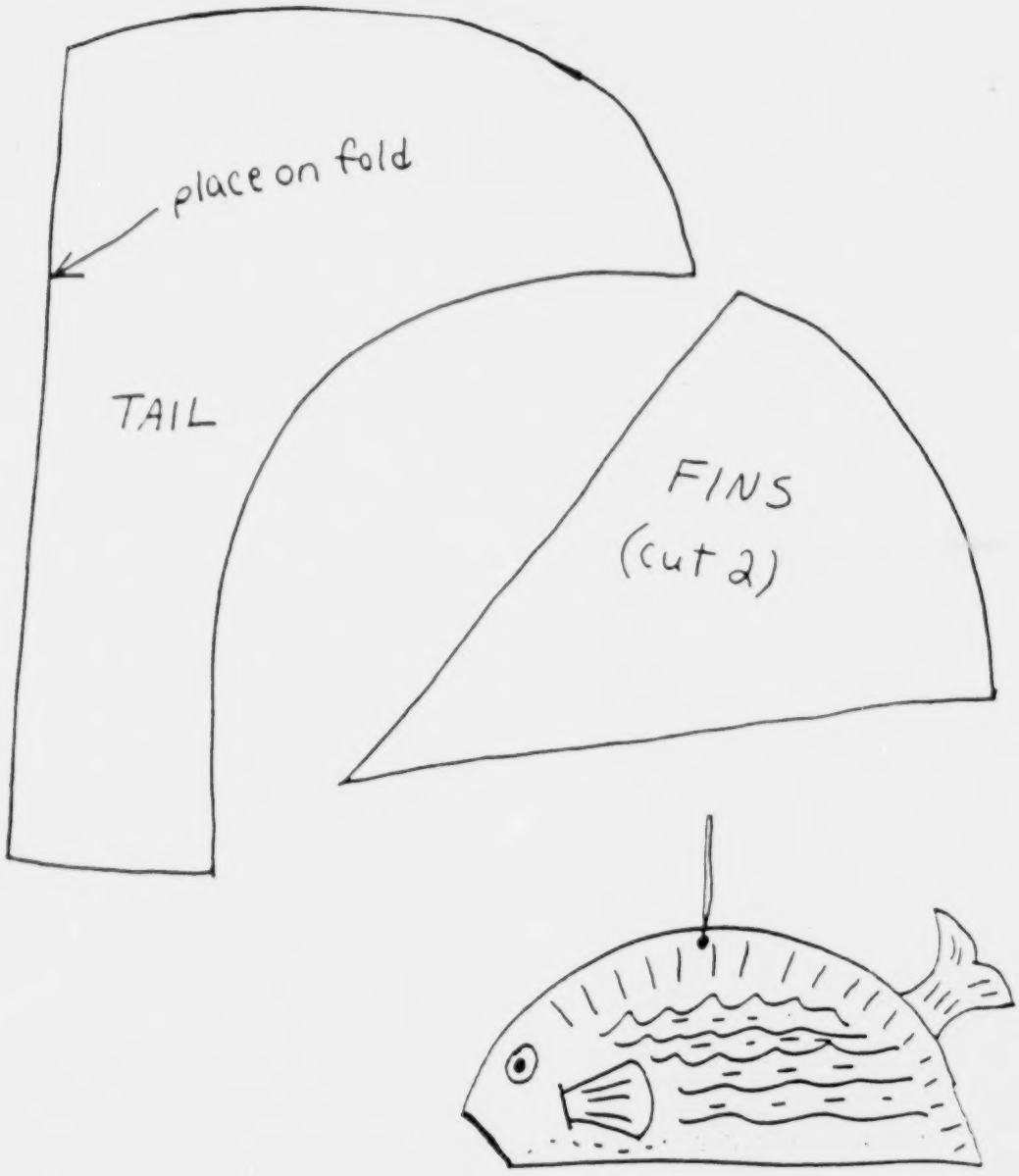
Supplies:
Oatmeal or cylinder shaped cornmeal box
Tube from paper towel roll
Construction paper
Pencil
Crayons and markers
Exacto Knife and/or Scissors
Glue
Tape
Large Button
Yarn

Directions:
Perform first four steps in advance. Use the end of the paper towel tube to draw a circle in the center of the closed end of the box. Cut a hole just slightly smaller than the trace circle. Push one end of tube into the hole and glue it in place. Poke a hole through the tube just below the bottom of the box. Cover the oatmeal box with construction paper and decorate it with crayons or markers. Thread a piece of yarn through the button and through the hole in the tube. Yarn should be long enough to allow the button to drop into the box. Hold the tube like a handle and swing the button up, trying to trap it in the box. (With permission from the Wisconsin Department of Public Instruction)

CATFISH (FROM A PAPER PLATE)

Supplies:
Paper plates
Yarn
Construction paper
Pipe cleaners
Hole punch
Paints, color crayons, sequins and sparkles
Stapler
Scissors
Tape

Directions:
Fold a paper plate in half and decorate both sides. Trace 2 fins and 1 tail on to construction paper and cut out. Cut a slit on each side of the catfish and insert fins. On the inside of the catfish, place tape on each inserted fin. To make the whiskers: Punch a hole in the area in front of the fin. Insert a two-inch length of pipe cleaner in the hole on each side and tape on the inside of the fish. Insert tail and staple around the edge of the folded plate catfish. Cut off the tip for the mouth. Color around the mouth area. Glue on eyes. Punch a small hole on top of the fish and tie a piece of yarn to hang.



CHICKEN AND EGG

Supplies:
Chicken and egg patterns
Yellow crayons
Scissors
Paper fasteners

Directions:
Allow each child to color his/her baby chicken yellow. Fasten the baby chicken behind the egg shell using a paper fastener. Manipulate the chicken so it peeks in and out of the shell. (From Pennsylvania Patchwork 1996 Program Guide)

DOLL, CORN HUSK (variation)

Supplies:

3 12-inch lengths of paper twist rope
Scissors
Glue
1 five-inch length of paper twist rope
Strong thread
Spanish Moss

Directions:

Untwist all four pieces of paper rope twist. Put the three long pieces together and fold in half. About 1 ½ inches from the fold gather and tie tightly with a piece of string to form the head. To make the arms, part the loose strips and place the loosely gathered small piece of twist rope below the neck of the doll. Tie another piece of string just below the arms. About 3/4 of an inch the end of each arm tie a piece of string and spread the rope twist out to form hands. Cut each of the six loose strips up toward the waist to form the dress. It may be necessary to trim the bottom of the dress to make it even. Complete the doll by gluing a small piece of Spanish Moss to the head for hair.

DOLLS (YARN)

Supplies:

1 10-yard piece of yarn
1 1-yard piece of yarn
Several heavy cardboard forms (6" by 4")
1 4-yard piece of yarn
Scissors

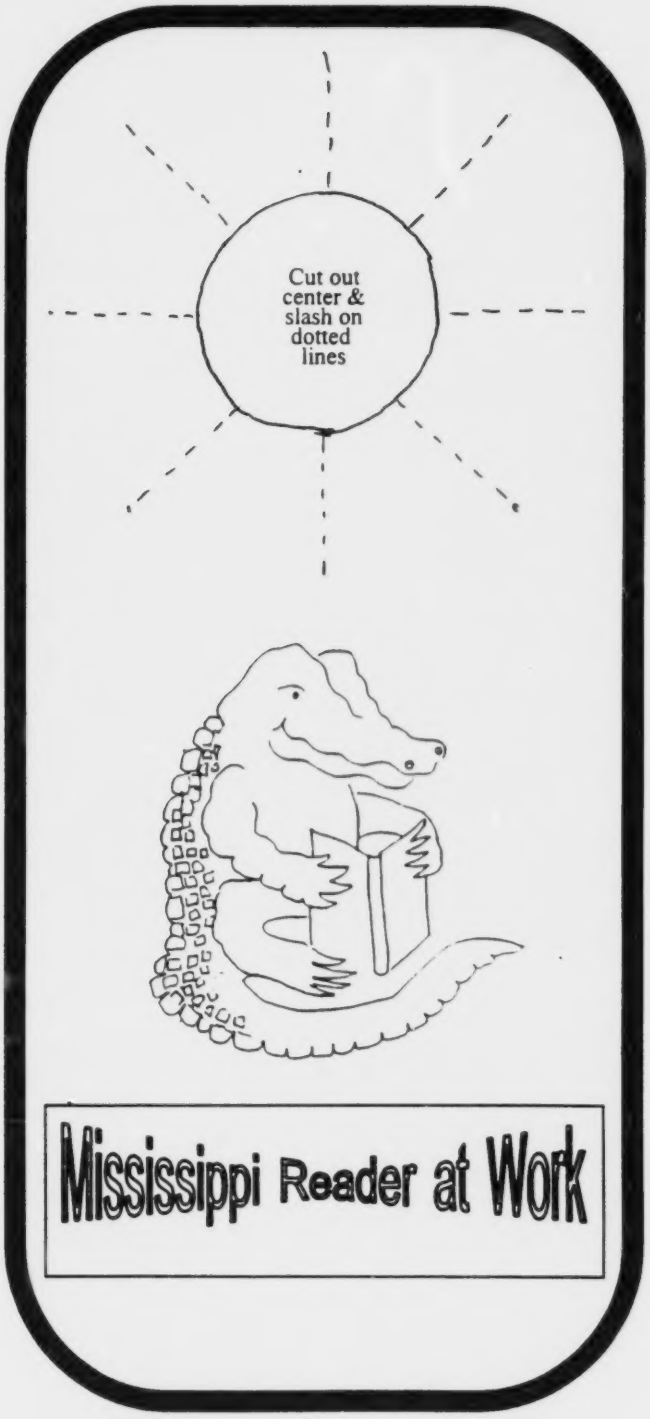
Directions:

Wrap the 10-yard piece of yarn around the 6" length of the form, tie the top with a piece cut from the one-yard piece of yarn, remove from the form. Cut another piece of yarn from the one-yard piece and tie it around the bundle about one inch from the top. Lay aside. Make a second bundle by wrapping the four-yard length of yard around the shorter length of the form and carefully slip it off the form. Slip this bundle through the strands of the first bundle and secure with a third piece of yarn. Make hands by tying a piece of yarn 1-inch from the end of each arm. Trim each arm to eliminate the yarn loops. The doll may be completed in two ways. Boy doll: divide the bottom half of the doll and complete in same manner as the hands. Girl doll: trim the yarn loops off and separate strands of yarn to make a full skirt.

DOOR KNOB HANGER (MISSISSIPPI READER AT WORK)

Supplies:
Hanger pattern
Crayons or markers
scissors

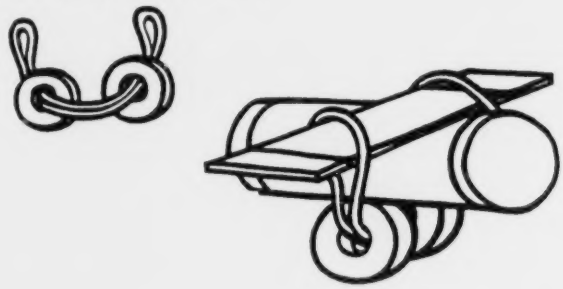
Directions:
Color and cut out door hanger



LIFESAVER AIRPLANES

Supplies:
Roll of Lifesavers
Small rubber band
2 loose Lifesavers
Stick of gum

Directions:
Thread rubber band through the holes of two loose Lifesavers. Hold the loose Lifesavers and rubber band under the rolled Lifesavers. Lay a stick of gum across the roll. Pull the rubber band ends up and slip the ends of the gum into the rubber band.



MARACAS

Supplies:
Paper plates
Dried beans or rice
Stapler
Crayons or markers

Directions:
Allow each child to decorate the back of two plates by drawing brightly colored flowers or designs. Staple the plates together, leaving a opening large enough to insert the beans or rice. Staple the opening closed. (With permission from the Wisconsin Department of Public Instruction)

MINIATURE SPACE STATION

Supplies:
Bulk ice cream container or oatmeal box
Crayons or markers
Exacto Knife and/or Scissors
Poster paper
Glue
Tape
Star stickers

Directions:
Use oatmeal carton or bulk ice cream container. Add poster paper for roof and fins. Cut opening

at the bottom for a door and one higher for window. Decorate. (For a larger space station, use a large cardboard barrel and add cushions so that the space station becomes a reading area.)

MISSISSIPPI LIBRARY STAMP

Supplies:

Copy of stamp pattern
Crayons or markers
Pencils

Directions:

Have the children design their own stamp illustrating the importance of the public library to their community and their families. Use the pattern on the next page. (Adapted from "Pennsylvania Stamp" Pennsylvania Patchwork 1996 Program Guide)

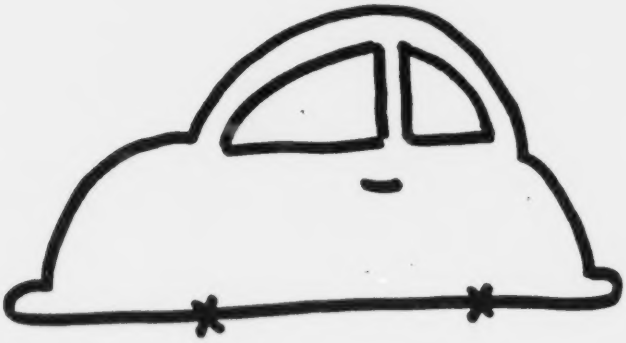
MISSISSIPPI MAGIC WALL HANGING

Supplies:

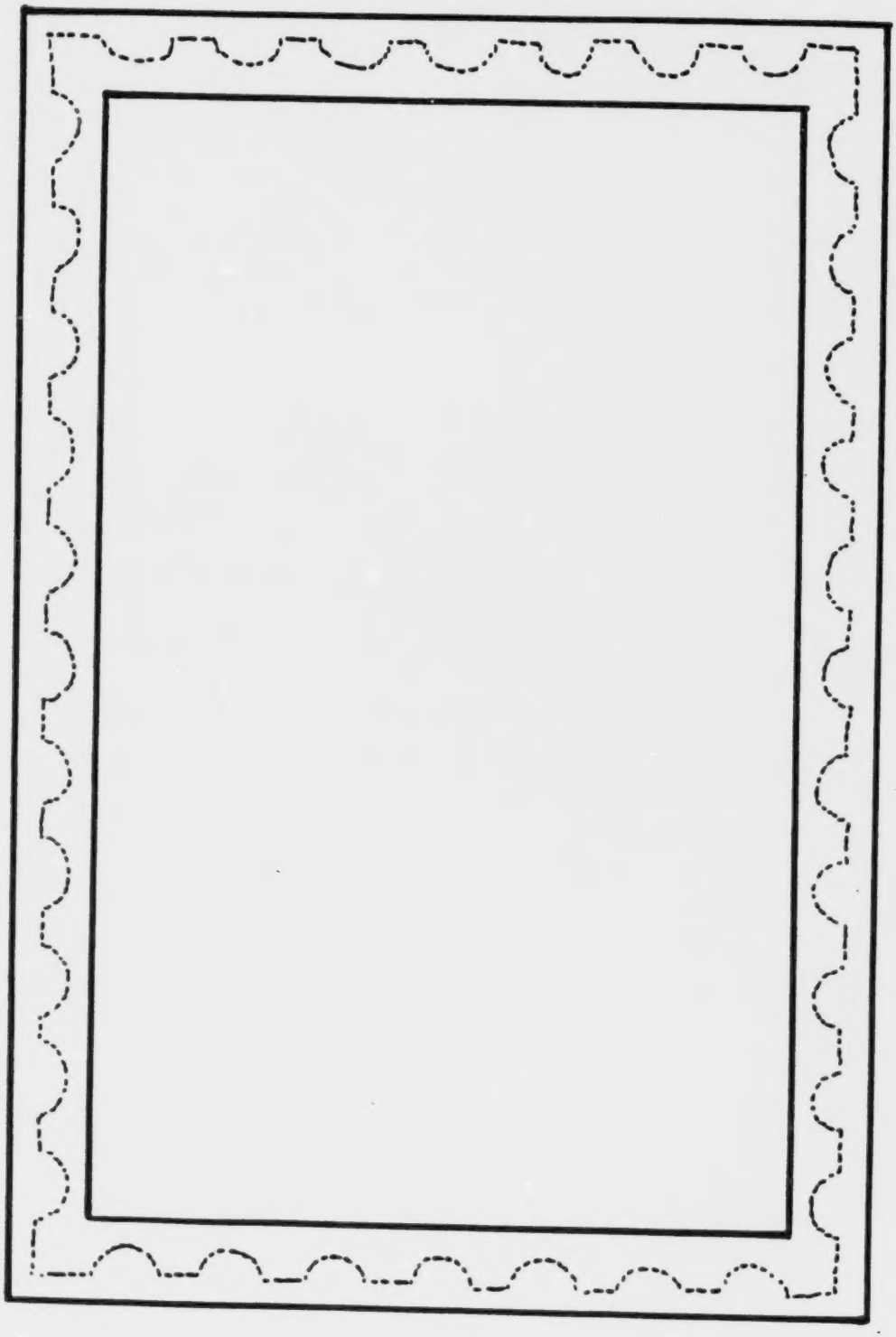
Paper plate
Black markers
3/4" black signal dots
Scissors
12" crepe paper streamers (assorted colors)
Hole punch
5" by 5" piece of MS road map
Car pattern
Crayons or colored markers
Glue sticks
Tape
Yarn

Directions:

Using black marker write "MS Magic" on border of plate. Glue road map piece in the center of the plate. Color and cut out car. Glue car onto road map. Add tires (black signals dots). Select two colors of crepe paper streamers and cut them in half and tape them to middle of lower bottom edge. Punch hole in top and string with yarn for hanging. (Adapted from "PA Patchwork Wall Hanging" Pennsylvania Patchwork 1996 Program Guide)



STAMP PATTERN



MISSISSIPPI WIND SOCK

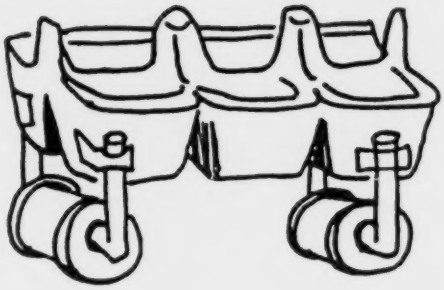
Supplies:
Piece of construction paper (any color) 8 ½" by 11"
Piece of construction paper (same or coordinating color) 1" by 11"
Four crepe paper streamers (color that coordinates with the construction paper) 15" long
Clip art from manual
Color crayons or Magic Markers
Glue
Stapler

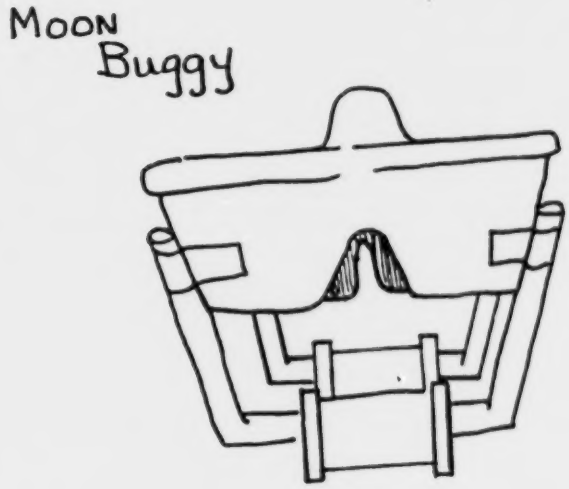
Directions:
Make a cylinder with the larger piece of construction paper by stapling the two short edges together. Use the smaller piece of construction paper to make a handle. Attach the four crepe paper streamers to the other end of the cylinder. Decorate the cylinder with colored clip art or designs of personnel choice.

MOON BUGGY

Supplies:
½ of the bottom of an egg carton
Tape
Straws or pipe cleaners
Thread spools

Directions:
Attach spool wheels by threading on straws or pipe cleaners, bending straws and taping on.





MOON MASK (or SPACE HELMET) - I

Supplies:

Box big enough to go over a child's head	Glue
Scissors	Paint, Crayons, markers
Colored paper	Foil
Buttons	Pipe Cleaners
Beads	Cups
Yarn	String
Scraps of material	Odds and ends

Directions:

If the box is small enough to rest on child's shoulders, just cut off flaps. If not, tape the flaps closed and cut a hole larger than the child's head but small enough to rest on his/her shoulders. Cut an opening in the front for face. Then turn the children loose to decorate their moon mask (space helmet) as they please.

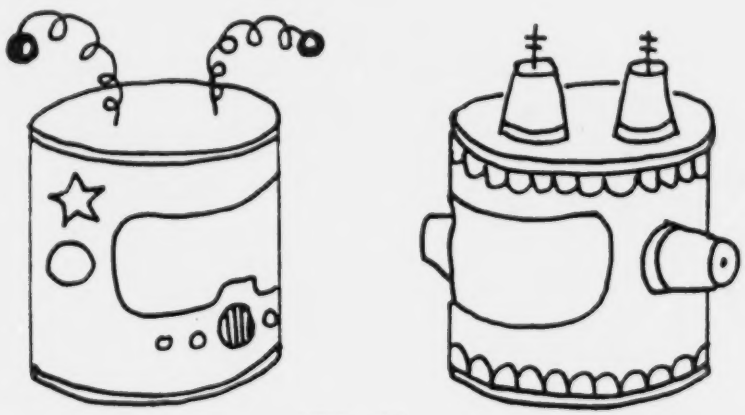
MOON MASK (or SPACE HELMET) - II

Supplies:

Round commercial ice cream carton	Glue
Scissors	Paint, Crayons, markers
Colored paper	Foil
Buttons	Pipe Cleaners
Beads	Cups
Yarn	String
Scraps of material	Odds and ends

Directions:

Cut a hole for face in the front. Then turn the children loose to decorate their moon mask (space helmet) as they please.



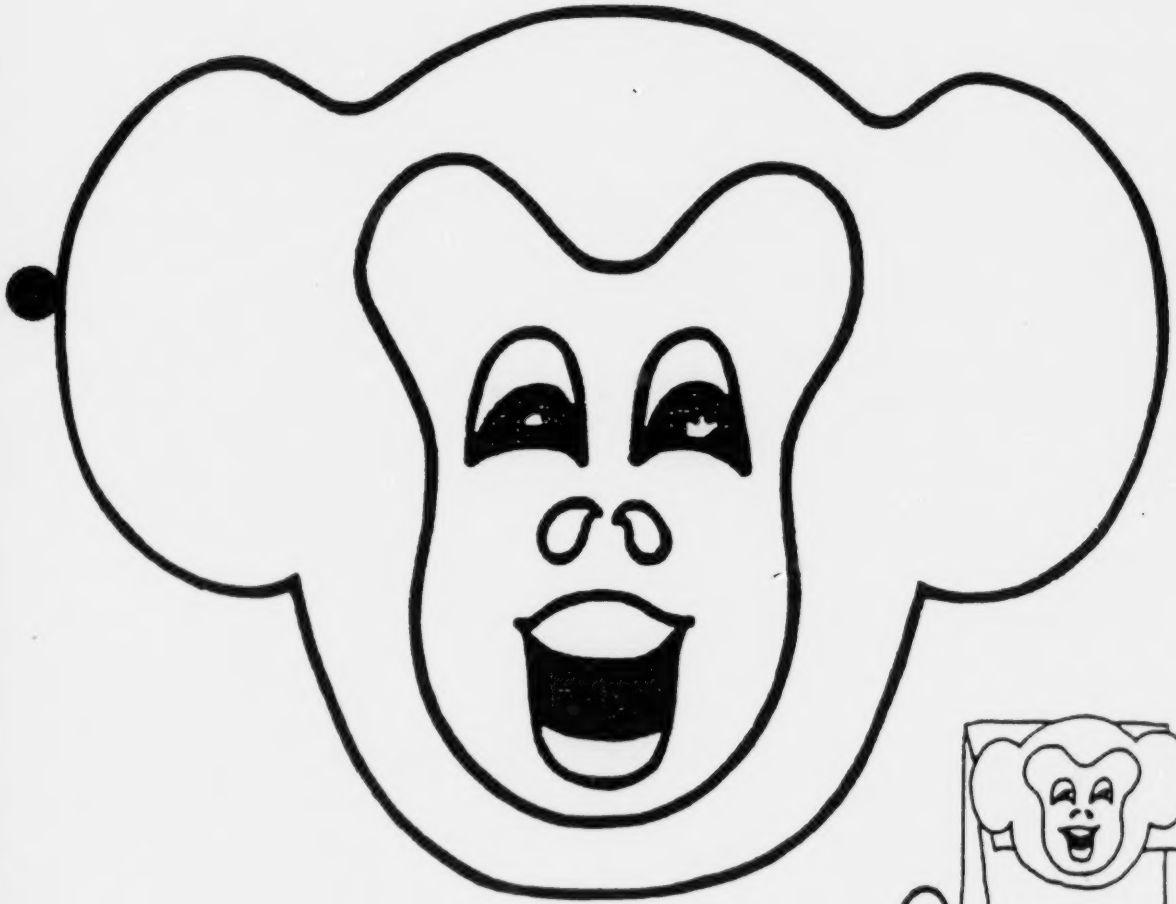
MONKEY BAG PUPPETS

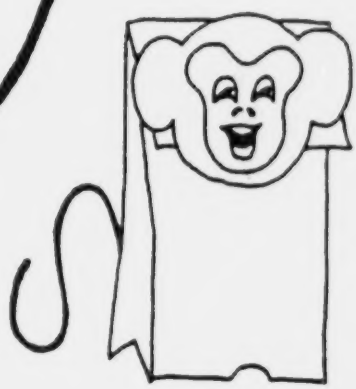
Supplies:

Monkey Puppet Reproducible
Brown Yarn
Scissors
Tape
Paper Lunch Bag
Crayons
Glue Sticks

Directions:

Give each child a monkey coloring sheet. Instruct them to color the monkey's head. Cut out the monkey's head. Glue the head to the bottom of the bag. Cut a piece of yarn and tape it to the back of the bag for the monkey's tail.





PEOPLE OR PETS (PEANUT)

Supplies:

Peanuts (in shell)
Cardboard base (a 3 to 4 inch square)
Yarn
Paint or crayons
Other items you select
Paper punch
Glue
Fabric
Pipe Cleaners
Construction Paper
Glue
Fine felt tip markers

Directions:

Paint or color cardboard base. If you prefer, cover base with colored construction paper. Glue a peanut to the base. Now design a creature. You may decide to add a smaller nut to make a head, or add several nuts to make a caterpillar. Paint on features or glue colored dots punched from paper to make features. Add bits of yarn, paper, etc. for details.

PUPPETS (COSMIC CUP)

Supplies:

White handkerchief or white cloth (12" square)
White paper or Styrofoam cup
Tin foil
Glue
Glitter or sequins
Rubber bands
Crayons or markers
Pipe cleaners
Scissors

Directions:

Decorate the cup to look like a space creature. Drape handkerchief over hand. Make arms by placing rubber bands around thumb and little finger. Place decorated cup over other three fingers. Your puppet is ready to blast off.

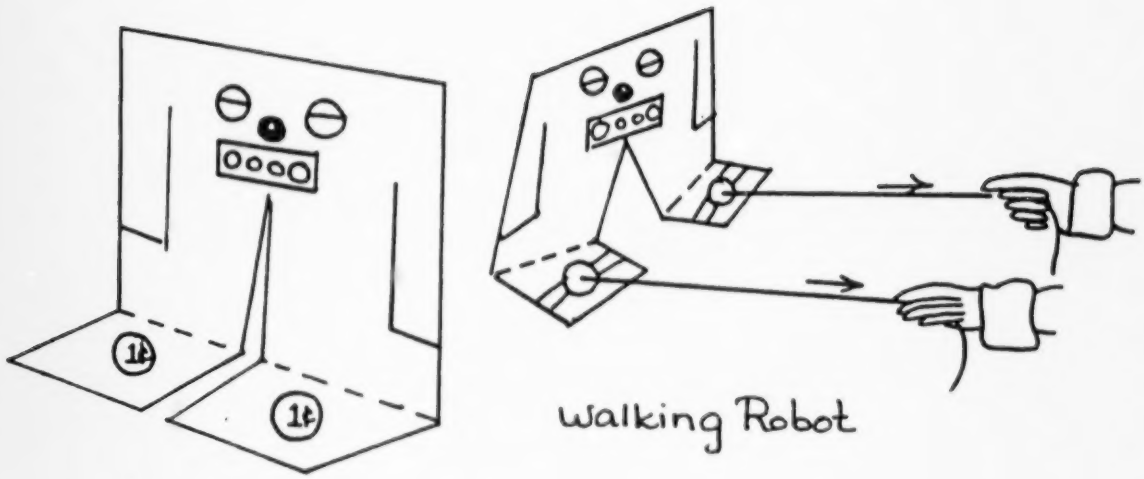
ROBOTS (WALKING)

Supplies:

1/4 sheet of typing paper
Scissors
Black felt tip marker
2 pennies
Tape
2 12-inch pieces of thread

Directions:

Cut a very thin slot in the center about halfway up. Draw features on top half of sheet as shown. Form feet by folding legs up 1-inch and attaching pennies. Tape the end of the two pieces of thread to the feet. Pull gently to make the robot walk along a flat smooth surface (not carpet).



SCRATCH BOARD

Supplies:

Crayons of all colors
White paper
Black crayons
Toothpicks

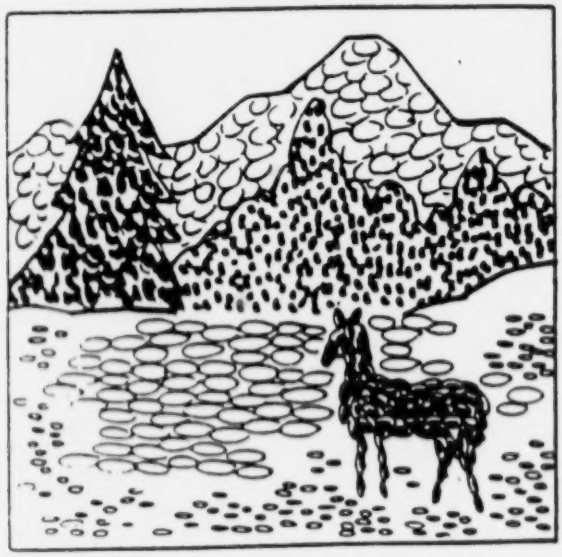
Directions:

Using the crayons (all except black) cover the paper with a variety of colors. Cover the entire sheet with dark black crayon. Use the toothpick to etch a picture. The colors showing through present an interesting work. (From Pennsylvania Patchwork 1996 Program Guide)

SEED PICTURE

Supplies:
Variety of seeds - cantaloupe, watermelon, peas, black-eyed peas, butter beans, corn, sunflower, oats, okra, apple, red beans, rice, etc.
Heavy cardboard, or poster board
White glue
Hanger

Directions:
Sketch a simple outline or the cardboard. Experiment with different kinds of seeds for best arrangement. Using no more glue than necessary, glue the seeds in place. Attach hanger to back.



SEEDLING CUPS

Supplies:
Styrofoam cup
Pencil
Seed for marigolds, cumber, radish, etc.
Potting soil

Directions:
Use a pencil to poke a drain hole in the bottom of each cup. Give each child a cup. Fill each cup with about 3/4 full with potting soil. Allow each child to choose the type seed he/she wishes to plant. Write the name of the seed on the cup. Show each child how to poke a shallow hole in the potting soil, put the seed(s) in and lightly cover with the potting soil. (Hint: Soaking of seed in water for a few hours prior to the activity may hasten germination.) Tell the children to water their seeds cups when they get home, but not too much. Ask the children to tell you what happen to the seeds they planted the next time they return to the library.

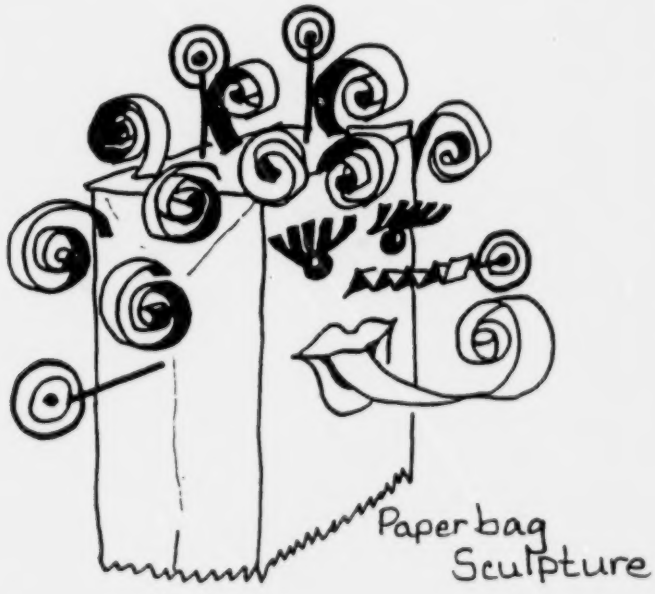
SPACE CREATURE (FREE STANDING)

Supplies:

Large brown paper bag
Construction paper
Pipe cleaners
Old newspapers
Glue
Scissors
Tin foil

Directions:

Stuff bag with newspapers. Decorate bag to resemble a space alien. Create scary or humorous creatures.



TELEPHONES (TIN CAN)

Supplies:

2 Clean tin cans with bottoms left in
String
Old candles or blocks of wax

Directions:

Punch a hole in the center bottom of each tin can (do this ahead of time). Cut string into 20 to 25 foot lengths and allow children to wax the string using the candles or blocks of wax. Push string through bottom hole and tie a knot inside each can. String will need to be held taut for this toy from the past to work.

TOY TOP

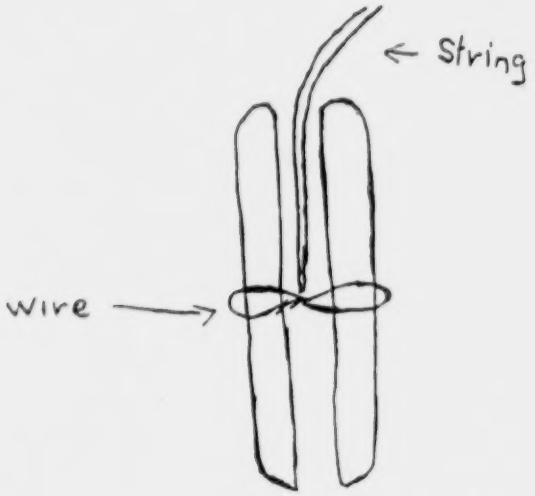
Supplies:
4" Circle cut from tag board with a center hole marked
Golf tee
Crayons and markers

Directions
Decorate the paper circles. Push the golf tee through the center of the circle. Spin the top and watch the design change.

YO-YOS

Supplies:
2 Coat buttons
2" Length of soft wire
7' of Builder's cord or heavy line or a Yo-yo string

Directions:
Put the buttons back to back. Bend the wire into a U shape and put the ends through the button holes. Keep the buttons 1/4" apart while tightening the wire. (Put cardboard between the buttons while doing this to keep them apart.) Cut off excess wire and push the ends toward the center. Cover with a small piece of electrical tape. Put the same size piece of tape on the other side to balance. Twist the buttons a turn or two to twist the wires together in the center. You can now remove the spacers inserted earlier. Tie the Yo-yo string or cord to the center and tie a fine loop at the other end.



MISSISSIPPI MAGIC REFRESHMENTS

A wide variety of foods may be adapted and served as refreshments for the "Mississippi Magic" theme. Some of the recipes are simple; others require advanced preparation.

Animal Cakes

Investigate party stores or kitchen shops to find cake pans in the shape of animals. Usually they are relatively inexpensive and are an easy way to have a tasty treat that will appeal to children.

Dairy Products Testing

Have a milk tasting (whole milk, 2%, skim, buttermilk) or a cheese tasting (Montery Jack, Mild Cheddar, Sharp Cheddar, American, Gouda, Cream cheese, Blue cheese, etc.)

Haystacks

Large marshmallows - 10 ounce bag
½ cup margarine
Chocolate chips or butterscotch chips - 6 ounce bag
4 cups chow mein noodles

Melt the marshmallows, margarine, and chips together in a saucepan over low heat, stirring constantly. Carefully fold in the chow mein noodles. Gently stir until the noodles are coated. Drop by teaspoonfuls onto wax paper covered cookie sheets. Allow to cool.

Mississippi Swamp Punch

Soften one gallon of lime sherbet. Just before serving, slowly pour a two-liter bottle of 7-Up or Sprite over the sherbet and mix.

Purple Cows

In a blender mix 1 cup milk, 1/4 cup grape juice, and 1 sliced banana. Blend until smooth and frothy. Pour into small cups.

APPENDIX

Mississippi Summer Library Programs

The Day I Joined the Summer Library Program for the Very First Time

Family Tree

Clip Art

Choctaw-English Words Activity Book (With permission of the Choctaw Cultural Affairs Office, Mississippi

National Honey Board Activity Sheets (With permission of the National Honey Board)

MISSISSIPPI
SUMMER LIBRARY PROGRAMS

1970	Magical Mystical Garden
1971	Passport to Pleasure
1972	Keep America Beautiful
1973	Showboat Summer
1975	All Patriots Great and Small
1977	Circus
1979	Summer of Champions
1980	Adventures in Space
1981	Animal Tracks
1982	Mythical, Magical, Mystical Months
1983	Reading Rainbow
1984	Let's Explore - Summer '84
1985	Your Library - Window to the World
1986	Thrillers and Chillers
1987	Star Spangled Summer
1988	Unlock the Mystery
1989	Hats off to Readers
1990	Summer Splash
1991	Sizzlin Summer Celebrations
1992	Read to Win
1993	Camp Read-a-lot
1994	Cool Kids - Hot Books
1995	Passport to Reading
1996	Super Sports Summer
1997	Fantasy Quest
1998	Wild About,,,
1999	Mississippi Magic
2000	On the Go with Books

The Day I Joined The Summer Library Program For The First Time...

DATE_____ LIBRARY_____

I CAME WITH_____

THE WEATHER WAS_____

THE THEME FOR THE SUMMER LIBRARY PROGRAM WAS MISSISSIPPI MAGIC

THE FIRST BOOK I CHECKED OUT WAS....

_____

BY _____

I LIKED OR DID NOT LIKE THE BOOK BECAUSE_____

_____

_____

_____

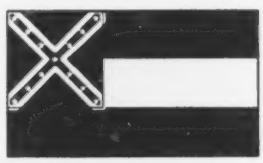
MY FAVORITE THING ABOUT THE SUMMER LIBRARY

PROGRAM. _____

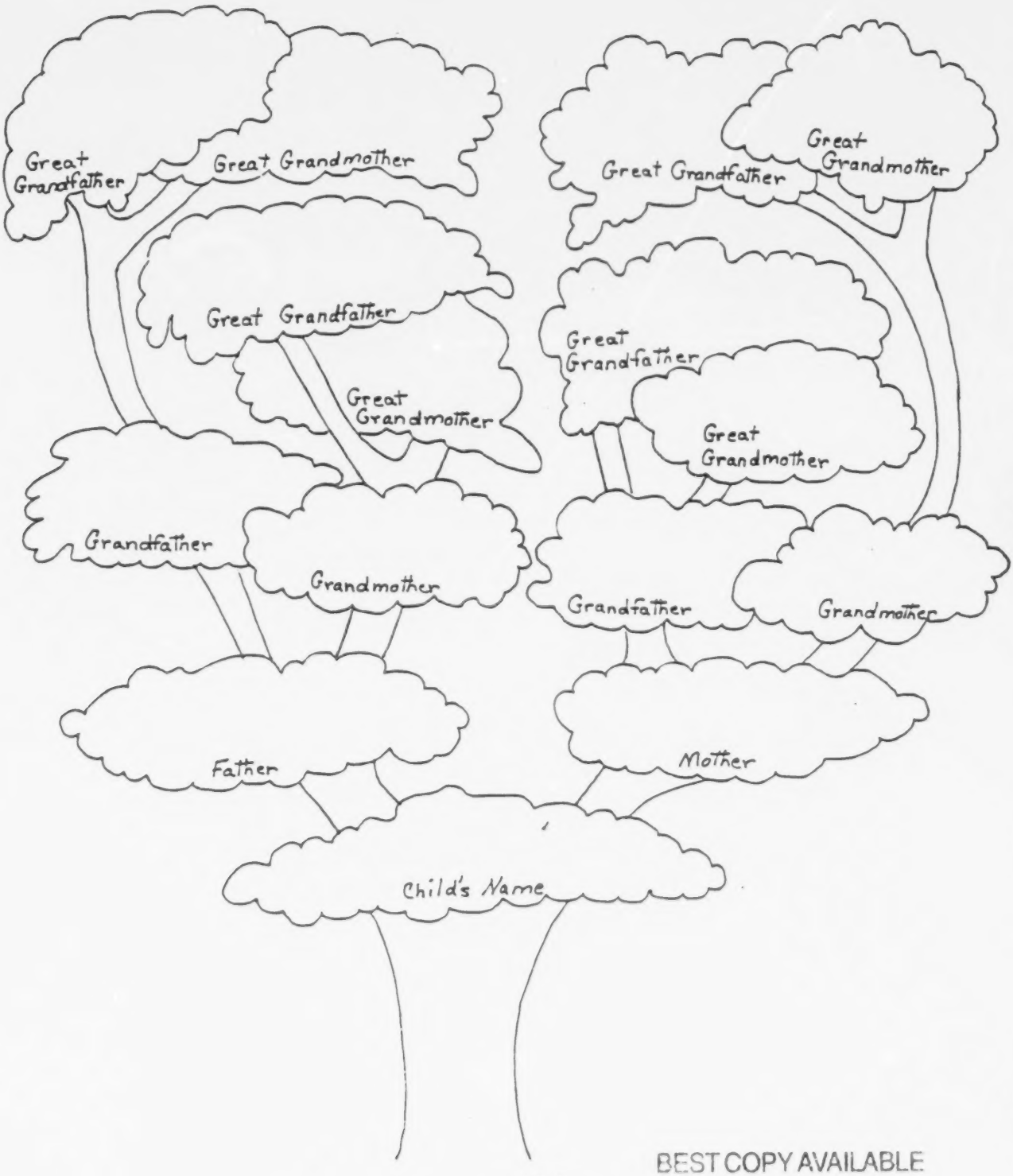
_____

_____

LIBRARIAN_____



FAMILY TREE



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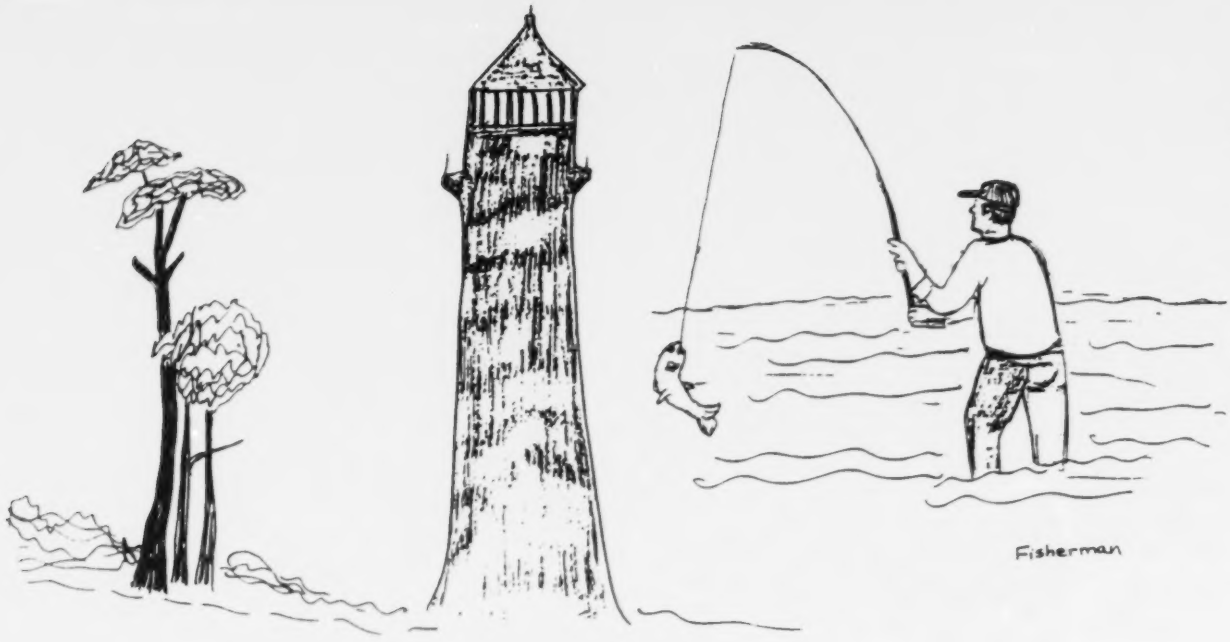
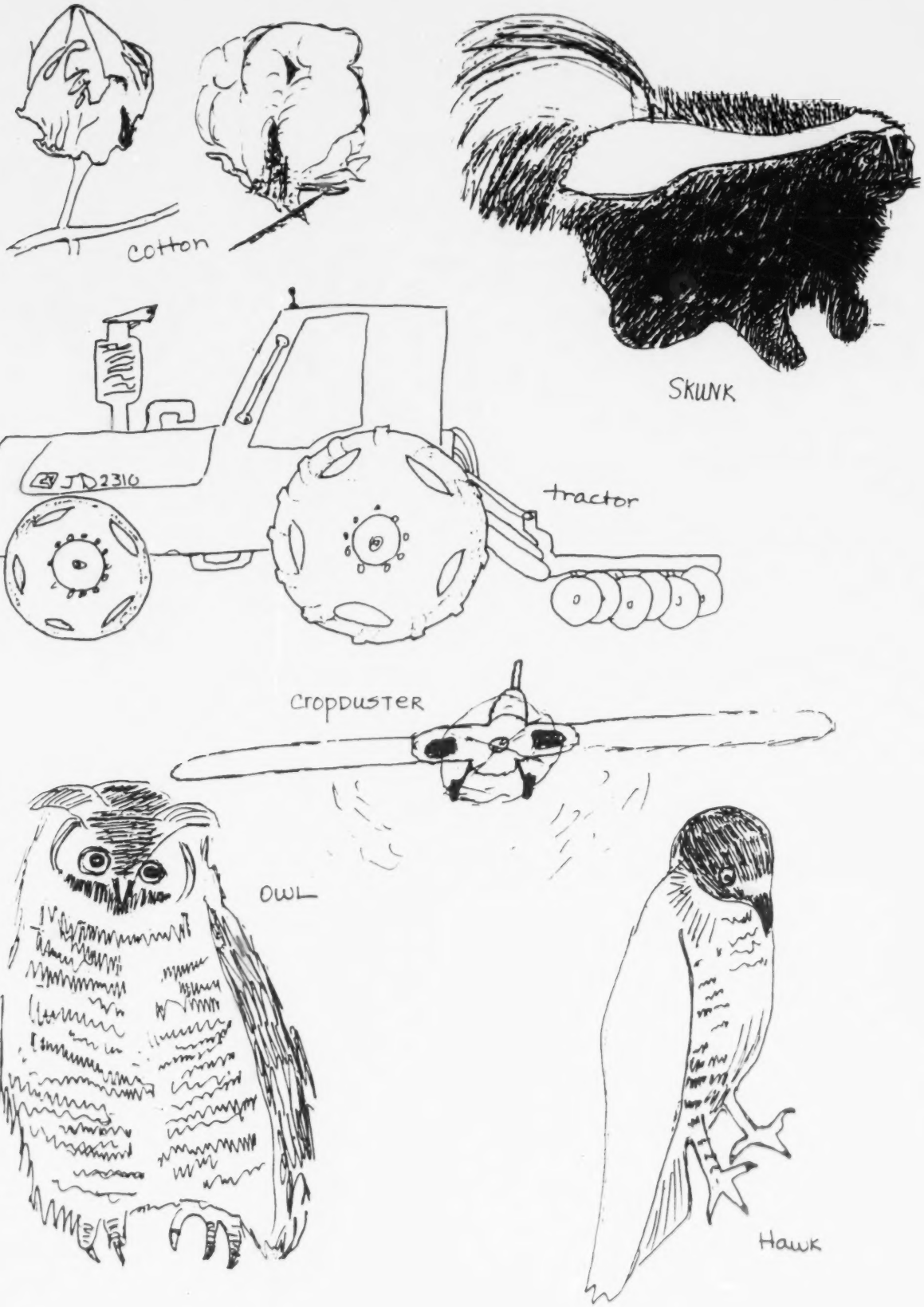
CLIP ART BY ART STUDENTS IN THE CARROLL COUNTY SCHOOL DISTRICT



paddlewheeler

tug & barge



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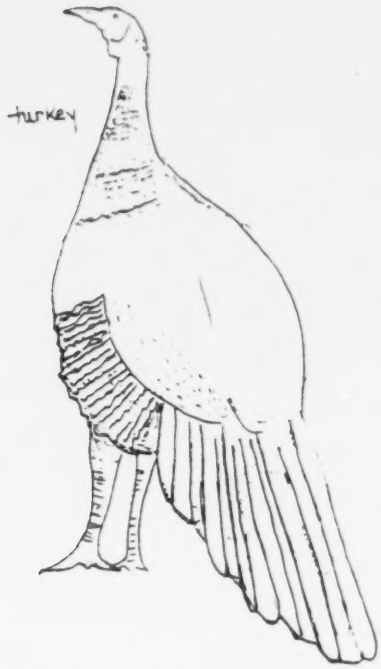
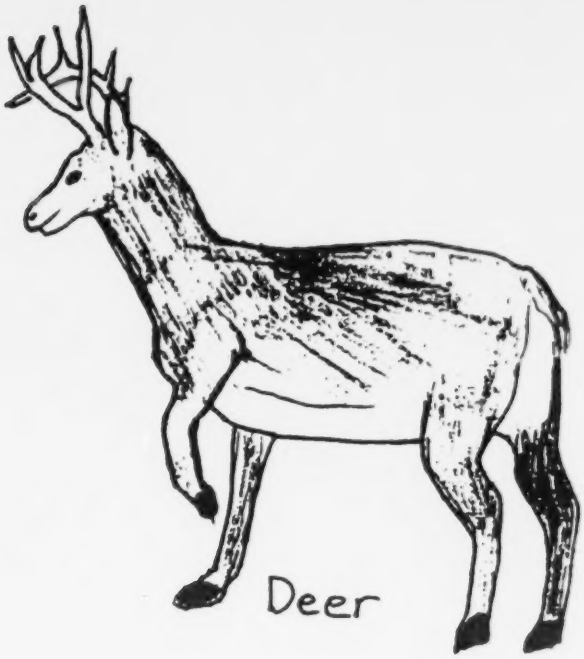
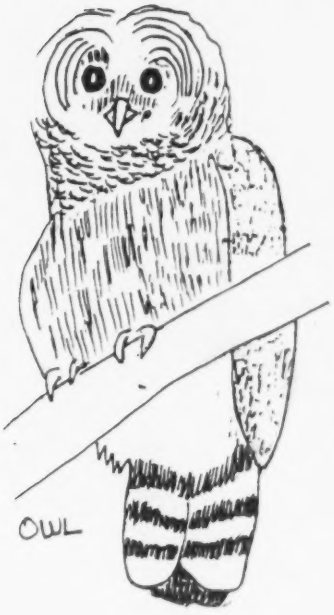
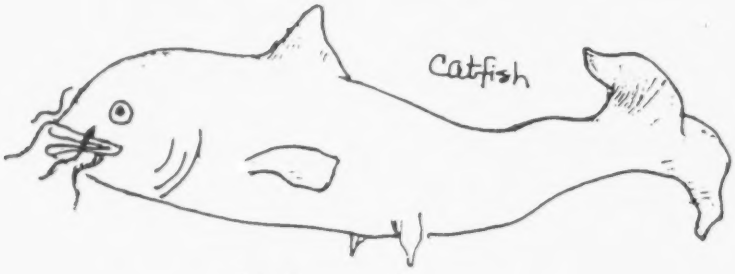
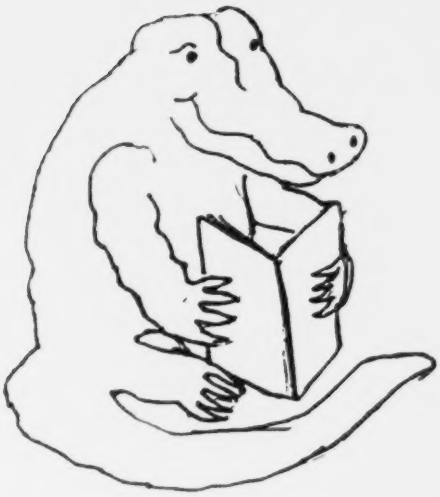

turkey


Deer

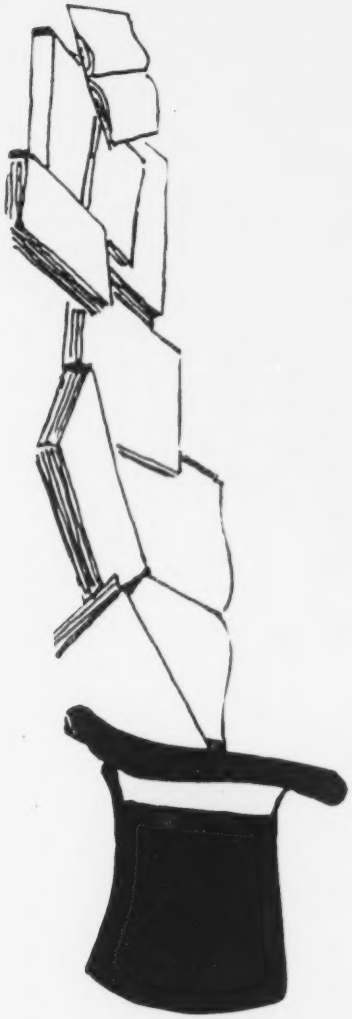

OWL

Racoon


Catfish



Gospel singers



Jazz man

Fiddler

Indian
Celebrations

CHOCTAW-ENGLISH

WORDS

BY: Thallis Lewis

ACTIVITY BOOKLET

CAHTA IMALFABIT

Letter	Name of Letter	Picture
a	áh	allǫsi (baby)
ą	áh haliḭbis	ąǰi (blanket, quilt)
b	bíh	biyǫkko (strawberry)
ǰ	ǰih	ǰolah (fox)
f	fíh	fani (squirrel)
h	híh	hoši (bird)
i	íh	issobah (horse)
į	íh haliḭbis	įpah (eating)
k	kíh	konih (skunk)
l	líh	loksi (turtle)
ɬ	ɬíh	ɬipiyah (pouring)
m	míh	miko (chief)
n	níh	nita (bear)
o	óh	ofǫsik (puppy)
ǫ	óh haliḭbis	ǫba (rain)
p	píh	piti (mouse)
s	síh	siti (snake)
š	šíh	šawi (racccon)
t	tíh	takon ǰito (apple)
w	wíh	wák (cow)
y	yíh	yanaš (buffalo)

WHEN (TIME) and SEASONS

1. nittak (day)
2. ninak (night)
3. takoli (noon)
4. okbitiiya (afternoon)
5. onnahili (morning)
6. pilašaš (yesterday)
7. onnakma (tomorrow)
8. mišša š (day before yesterday)
9. takhollo (week)
10. haši (month)
11. ninak iklanna (midnight)
12. haši kanalli (hour)
13. haši kočča (sunrise)
14. haši okattola (sundown)
15. afammi (year)
16. nittakomi (moonlight)
17. toffa (summer)
18. onaffa (winter)
19. toffatiya (spring)
20. onaffatiya (fall)
21. himonaka (once)
22. ačibakma (soon)
23. himakka (now)
24. hinšahli (for ever)
25. Nittak Hollo Cito (Christmas)
26. okšilika (dark)
27. Halitó (Hello)

PLACES

1. tamaha (town)
2. osaapa (field)
3. abohli (woods)
4. holisso apisa (school)
5. ătoli (ball park)
6. ayittanaha (church)
7. ătoksali (working place)
8. tamaha čito (city)
9. tamaha osi/ayittatoba (store)
10. abiika ayaaša (hospital)
11. áhiša (dance hall)
12. ayipa čokka (cafe)
13. hayakka (forest)
14. nanih waya

1. lašpah - hot
2. yoppah - happy
3. kapassah - Cold
4. ọbah - rain

Colors

1. Losa - Black
2. OKŠaKKO - Blue
3. OKčamaLi - Green
4. homma - Red
5. yošnomaLi - Brown
6. LaKNa-HaTa - Orange
7. LaKNa - Yellow

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ANIMALS

1. loksi (turtle)
2. fani (squirrel)
3. čokfih (rabbit)
4. nita (bear)
5. šawi (raccoon)
6. našoba (wolf)
7. ofi (dog)
8. ofǫsik (puppy)
9. katos (cat)
10. issoba (horse)
11. šokhatta (opossum)
12. wak (cow)
13. kiṭa (beaver)
14. čokfih aƔpowah (sheep)
15. issi (deer)
16. piṭi (mouse)
17. šawi hattak (monkey)
18. yanaš (buffalo)
19. čolah (fox)
20. šokha (pig)
21. hačǫčoba (alligator)
22. konih (skunk)
23. siṭi (snake)
24. nani (fish)
25. lapčo (earthworm)
26. akąka (chicken)
27. yalǫbah (tadpole)
28. šilokwa/šilokba (frog)
29. wak oši (calf)
30. yanaš (buffalo)
31. kowi čito (lion)
32. akąknakni (rooster)
33. akąktik (hen)
34. šakči (crayfish/crawfish)
35. kowi basowa (tiger)

BODY PARTS

1. ibbak (hands)
2. iyyi (feet)
3. noškobo (head)
4. niškin (eyes)
5. ibišakni (nose)
6. haksobis (ears)
7. itakha (mouth
8. issǫlas/itǫlas (tongue
9. šakba (arm)
10. nali (back)
11. notakfa (chin)
12. iyyi kalaha (knee)
13. imašana (forehead)
14. iyyimǫsak (ankle)

CHOCTAW & ENGLISH

TWO LITTLE BIRDS - Hosi Osi Tokloh

Hoši toklokat nanih binilih.
Ačaffakat Jack hočifoh.
Atokla mato Jill hočifoh.

Jack hikát kaniya.
Jill hikát kaniya.

Falamat ala Jack.
Falamat ala Jill.

RAIN, RAIN, GO - Oba, Oba Kaniya

Qba, qba kaniya
nitak himak išlačikih
Johnny osiyat koča wasoha banna hatokq.

CHOCTAW NUMBERS 1-20

Čaffah (1)	Awahčaffah (11)
Tokloh (2)	Awahtokloh (12)
Toččínah (3)	Awahtoččinah (13)
Oštah (4)	Awahoštah (14)
Taxxápih (5)	Awahtaxxápih (15)
Hannáli h (6)	Awahhannáli (16)
Qtokloh (7)	Awahqtokloh (17)
Qtoččinah (8)	Awahotqččinah (18)
Čakkáli h (9)	Abihčakkáli h (19)
Pokkóli h (10)	Pokkóli tokloh (20)

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CHOCTAW FOOD

X	W	A	L	A	K	S	I	Z	C	E	A
T	B	C	M	J	E	O	P	W	B	F	G
L	I	N	B	I	K	I	I	D	H	C	B
A	h	K	X	W	C	N	L	M	A	P	I
H	I	A	O	P	A	C	D	F	P	O	S
I	N	F	L	N	G	H	P	C	I	I	S
P	B	I	X	P	A	N	A	T	L	H	A
A	E	M	T	S	Q	W	R	D	O	A	E
H	Y	J	K	L	D	E	P	K	S	U	T
D	O	A	D	B	O	T	A	Z	A	L	O
H	U	R	W	E	Q	X	B	S	G	I	B
Z	N	I	P	I	B	O	T	A	X	O	I

walaksi (dumpling)

nani (fish)

waya (peanut)

bota (flour)

ahi (sweet potatoes)

bissa (blackberries)

tanap (turnip)

kafi (coffee)

hapih (salt)

bihi (mulberry)

nipi bota (sausage)

hapi losa (black pepper)

tobi (beans)

nipi (meat)

Indian Tribes Puzzle

C	H	O	C	T	I	N	Y	E	P	R	I
E	H	S	E	M	I	N	O	S	A	G	E
N	S	E	M	I	N	O	L	E	W	A	P
C	E	A	Y	O	G	L	A	L	N	C	A
E	S	C	H	E	R	O	K	E	E	H	L
A	M	G	W	O	N	E	G	M	E	W	G
P	A	O	E	H	E	N	E	L	K	R	A
P	H	C	H	I	P	P	E	W	A	O	P
A	I	O	A	A	P	I	P	I	M	L	C
C	P	M	O	H	W	A	N	V	N	O	A
N	A	V	A	J	O	K	O	P	A	T	H

Cheyenne
Chippewa
Cherokee
Seminole
Navajo
Mohawk
Osage
Oglala
Pawnee
Pima

DRY MEAT

The Indians would usually travel in family units of three and would sometimes travel two to three days to their chosen hunting area. Here they would generally stay for approximately two to three weeks, sometimes up to a month. The women were responsible for setting up camp while the men scouted the area for potential game.

When the men would bring back the kill, the women cut up the entire animal. The bones were boiled for the gelatin and dried on rocks. The sinew from the backstrips and legs was used for string and ropes. The brains were removed for tanning. The horns and teeth were used for scrapers, needles and decoration. The hides were also stretched, scraped and prepared for tanning. The paunch, or fat, from the stomach, was pounded, dried and later mixed in when the meat was eaten.

The women would then hang the pieces of meat over smoldering coals on either a three or four legged structure built out of poles. The heat assisted the meat in drying more quickly and the smoke added flavor plus kept the insects and animals away from the meat while it was drying. Backstrips and tenderloins were dried and kept separate because they were more tender for elders and children to eat. It generally took two to three days for the meat to completely dry.

The type of wood used affected the flavor and texture; therefore, wood containing pitch was not used. The children were responsible for keeping the fire going. Every family member had responsibilities and everyone did them without having to be told.

A typical family unit needed at least seven deer for survival to last them throughout the winter months.

FRY BREAD RECIPE

5 cups of flour
1 tablespoon to 1/4 cup of powdered milk
2 teaspoons of baking powder
1/2 to 1 teaspoon of salt
1/8 teaspoon of lard (optional)
Use cooking oil to fry the bread (lard is optional)
Pinch of yeast is also optional

Mix flour, salt, powdered milk and baking powder with warm water to make a dough. Knead the dough until it is soft and does not stick to fingers (more flour might be needed to accomplish this). Let the dough sit covered in the fridge over night. Knead again and pull off a chunk of dough about the size of a medium apple. Form into a ball. Pat down on floured board. Shape into flat pieces by stretching with hands until about 1/16-inch thick. Fry both sides in hot grease. Poke a hole in the middle of the bread if there is a bubble while cooking. Serve plain, or with butter, honey, chili or eggs.

Choctaw Hominy

This is not a dish for a short order to attempt, for there is no instant way to make hominy. It requires hours of time, and as you'll see when you read the recipe, lots of muscle power!

1 gallon white corn which
has been hulled and dried
1 cup water

Place the above mixture in a kiti (a wooden mortar-type container). Beat it strenuously with a pestle for at least six hours. Shake the corn in the fan basket till and husks and corn separate. When you shake the basket "just right" the husk which is lighter than the corn, rises to the top and can be scooped off.

The traditional way to cook hominy is outside in a big black iron pot. Put the corn in the pot and add three gallons of water. Cook for six hours, stirring constantly. After the first three hours, add three cut-up chickens or several pounds of pork ribs (remove the bones before serving.)

This recipe serve 100 hungry people. It can be cut down to serve any number.

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Choctaw Drum - *alepa chito*

One of the oldest traditional instruments that the Choctaw still use is the drum, which today is used primarily at stickball games. The drum which is now used by the Choctaw is modeled after military drums used by British and American troops in the late eighteenth and nineteenth centuries and the design has changed very little in the last 200 years.

The body of the drum is wood or sometimes metal. The wood used for this is usually sourwood, black gum or tupelo gum. These trees are often hollow by the time they reach a suitable size for drums. When a likely tree is found, a section of approximately the size of the finished drum is cut from the trunk. The interior of the drum-blank is cut to the desired size first, using chisels. Then the outside of the drum body is shaped using chisels and a draw-knife. When the desired thickness for the wall of the drum body is reached (approximately 1/2 inch), the drum body is set aside to allow the wood to dry. Often at this stage the drum body will warp out of shape and will have to be discarded. If it survives the drying process, then the rims, head and rope laces are put on the new drum.

The rims of the drum are made of strips of hickory which are bent into a hoop which will just fit around the drum body. A raw deer hide whose edges are wrapped around a second hickory hoop which is held tight by the rim of the drum forms the head of the drum. Often a goat hide rather than deer is used for the bottom head because the goat skin is thicker than the deer. The rope laced around the sides of the drum is threaded through holes along the rim and is used to keep the head of the drum tight for playing. The final touch in making a drum is to attach the snares which are formed using small pieces of lead attached to a string which is fitted along the bottom of the drum. This gives the Choctaw drum it's distinctive sound.

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Blowgun and Dart - *uski humpa & shibati* or *shibati* (also *isht huⁿsa)*

One of the weapons traditionally used by the Choctaw to hunt small game is the blowgun. These weapons are made out of swamp cane which has had the walls of each joint pierced to form a tube. The Choctaw word for blowgun is *uski humpa*, which literally means "pierced cane". The cane is pierced using a long rod which is forced through the walls of the joints along the length of the blowgun. The broken joints are then ground flush to allow the dart to pass smoothly through the blowgun. Full-sized hunting blowguns are often six to nine feet long. Today blowguns are rarely used for hunting. Due to the draining of wetlands, it is becoming very difficult to find cane large enough to make blowguns since only cane which is an inch or more in diameter is large enough to use.

The darts are large smoothed splinters approximately eight inches long, usually made of hickory, cane or pine. There are several different words in Choctaw for the darts. One is *isht huⁿsa*, which means an object which stings or pricks; another is *shibati* or *shibati* which means splinter. Once the dart shafts are made, the base is wrapped with something which will fill the tube, obstructing the flow of air, which allows them to be blown through the tube. Today raw cotton is most often used for this but in the past strips of cloth, soft animal skins, feathers and both thistle- and cattail-down were used. Poisons were not used on Choctaw Blowgun darts.

The blowgun was usually the weapon of younger boys, who hunted rabbits, squirrels and small birds to supplement the larger game hunted by adults using bows and guns. The effective range of a blowgun is approximately 25 feet.

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Stickball - sticks and ball -- *kapucha & towa*

Stickball is a field sport which has been played by the Native Americans of the southeastern U.S. for at least 400 years. The object of the game is to touch the goal with the ball, either by throwing the ball at the goal or by touching the ball to the goal while it is held in the cups of the sticks. The ball is moved around the field using the rackets or sticks, pairs of which are used by each player. The player may not touch the ball with his hands.

Although today most games are played only by men, in the past women also played stickball; there were however, separate men's games and women's games. There also was a single goal version of stickball in which men and women played together which is still played in Oklahoma today.

The basic equipment used to play stickball is a pairs of sticks, a ball and a goal. The sticks are made out of hickory. In order to make a ballstick it is necessary to find a hickory tree which is about 4 to 6 inches in diameter which does not have many branches on the lower trunk. The tree is cut and then split into quarters. Using an ax and then a draw knife, the quarter trunk is thinned down to the right size for the handle and cup of the ball stick: about an inch wide for the handle and between 1 and 2 inches for the cup. The cup is then thinned down to between 1/4 and 1/8 inch so that the wood can be bent into the cup shape without breaking. In order to bend the cup into shape, the wood is coated with grease and warmed over a fire which softens the wood and allows it to be bent. When the shape of the cup is achieved, holes are burned along the edge in order to attach the leather lacing which forms the bottom of the cup. Then the joint of the handle and the cup is wrapped with leather to hold the bent wood firmly in place. Often the handle of the ball sticks are decorated, using paint or by burning, according to the individuals personal preferences.

The ball has a hard core, made from a rock or piece of wood which is wrapped in string and then covered with leather. The cover is made from leather thongs which are woven around the ball of string.

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The goals are single posts set in the ground at either end of the playing field. Today tree trunks or large beams (8x8's) are used. In the past the goals were often much taller and elaborately decorated with objects, often with war trophies and other symbolic ornaments, hanging from cross bars attached to the top of the goal.

The game as played today has been regularized with set rules and is played in four fifteen minute quarters with 25 players on each team. In the past there were no rules and no set time limit, the game was played until a predetermined number of goals was reached by one side or the other. There were no limits on the number of players and often several hundred people were on the field at any one time. It was extremely rough; broken bones were common and deaths were not unheard of. Stickball games were occasionally played to solve disputes between neighboring villages and even between different tribes.

1 losa – Black
2 okčakko – Blue
3 okčamáli – Green
4 homma – Red
5 yošhomáli – Brown
6 hata – Orange
lakna

1. LOSA - Black
2. HOMMA - Red
3. LAKNA - Yellow
4. OKČAMÁLI - Green
5. OKČAKKO - Blue

BUSY as a BEE

Honeybees are called social insects because different members of the colony have special jobs which help the entire colony. List some of your chores which help your family:

_____

_____

_____

_____

_____

WORKER PUZZLE

Locate and circle the following honeybee words in the puzzle: beeswax, beehive, comb, queen, drone, clover, worker, and colony. Words may be found across or down.

b	s	b	c	b	h	b	x	i
e	s	w	o	r	k	e	r	a
e	c	a	l	p	w	e	a	e
s	s	c	o	m	b	h	i	f
w	h	n	n	s	l	i	n	d
a	z	n	y	o	c	v	r	r
x	t	e	l	b	d	e	o	o
c	o	i	a	q	u	e	e	n
c	l	o	v	e	r	l	s	e

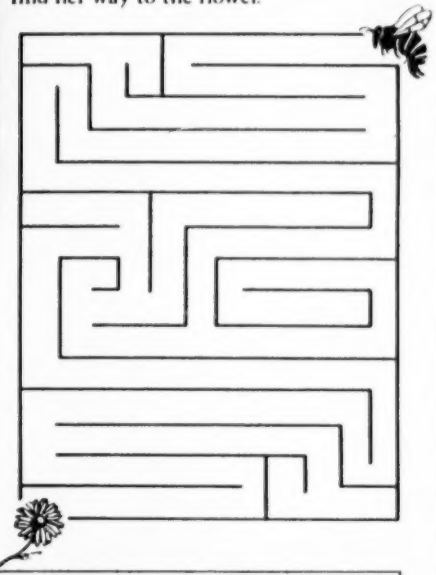
There are three kinds of honeybees in a colony—a queen bee, drones and workers. The _____ lays eggs. The _____ are male bees that mate with the queen. The worker bees have many tasks in the hive including: _____, _____ and _____. Worker bees also collect _____ which they make into _____.

Fill in the blanks above. Choose your answers from these words:

- nectar
- drones
- queen bee
- feeding the larvae
- honey
- cleaning the hive
- fanning their wings to cool the hive

Dancing Bees

Honeybees communicate by dancing. The dances tell worker bees where to find nectar. This bee has no dancing friends! Help her find her way to the flower.



HONEY WORD SCRAMBLE

Identify the five beekeeping words scrambled below:

1) exabews _____

2) nlocoy _____

3) carten _____

4) uqene eeb _____

5) eihv _____

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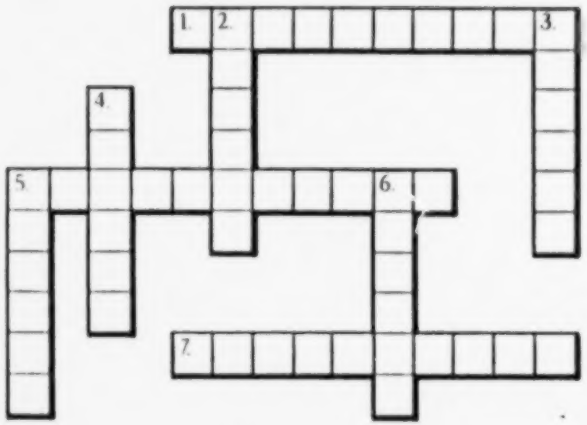
Pollination



CROSS Word POLLINATION

Across

1. A type of melon pollinated by honeybees.
5. The transfer of pollen from the male part of the plant to the female.
7. People who handle bee hives.

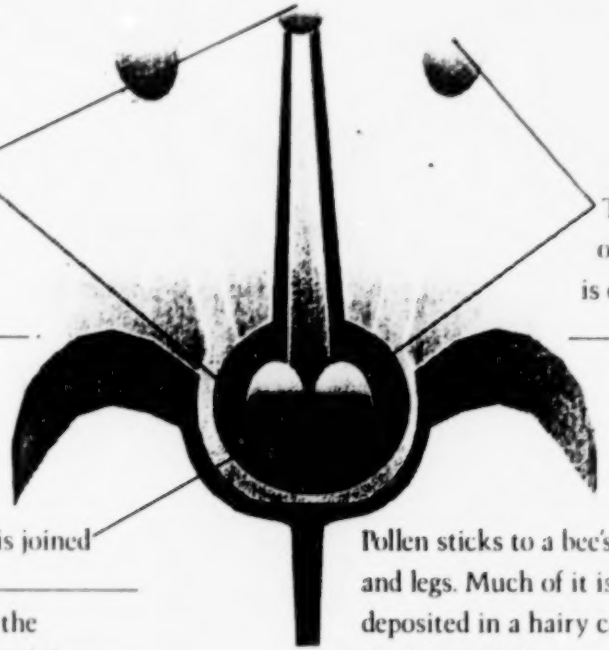
Down

2. A type of nut pollinated by honeybees.
3. What bees collect from flowers.
4. The powdery substance picked up by bees in their "baskets."
5. The female part of the flower.
6. At the base of the pistil.

As honeybees gather nectar to make into honey, they also _____ the blossoms of many fruits and vegetables.

_____, a powdery substance, is picked up by bees on the anther of plants.

The female part of the flower is called the _____.



The male part of the flower is called the _____.

When pollen is joined with the _____ at the base of the pistil, a new seed forms.

Pollen sticks to a bee's body and legs. Much of it is deposited in a hairy cavity on the legs called a _____.

Fill in the blanks above. Choose your answers from these words:

Stamen	Pistil	Ovules
Pollen Basket	Pollen	Pollinate

Did You Know?

In addition to bees, wind, water, other insects and even some birds and bats help to pollinate crops.

Honey I love you

CRYSTALLIZATION

All honey will crystallize (develop sugar-like granules) in time.

Honey will crystallize rapidly if placed in the refrigerator. Place one jar of honey in your refrigerator and one jar in a cabinet to compare.

Don't worry. You can make the crystals disappear. Carefully place the jar in a pan of warm water. When heated, the honey will reliquefy.

Some honey (called creamed or spun) is finely crystallized. This makes the honey spreadable like butter.

Did You Know?

Honeybees were brought to North America by the Colonists.

WAX

Comb honey is honey in the wax honeycomb cells. You can eat both!

Beeswax is also used to make candles, lipsticks and floor wax.

Mind Your Own Beeswax

Bees store honey in six-sided honeycomb cells made from beeswax. Try to complete this frame of six-sided cells. It is harder than it looks.

A six-sided figure like honeycomb is also called a **hexagon**.

Trivia

- In a worker bee's lifetime, she only makes
  - ☐ a one pound jar of honey
  - ☐ 1/12 of a teaspoon of honey
  - ☐ 20 pounds of honey
- To make one pound of honey, honeybees must visit
  - ☐ one really big flower
  - ☐ 1,000 flowers
  - ☐ 2,000,000 flowers
- Which of the following produce food for man?
  - ☐ grasshoppers
  - ☐ spiders
  - ☐ honeybees
  - ☐ all of the above

SWEET TREATS

Try these simple honey topping treats!

Honey, Fruit & Nut Spread—Combine ½ cup softened butter, ¼ cup honey, ¼ cup favorite chopped dried fruits, and 2 tablespoons chopped pecans

Honey & Peanut Butter—Combine equal amounts of honey and your favorite chunky or smooth peanut butter.